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ABSTRACT

This teacher's guide is designed to accompany the Nursing Assistant Competency-Based Education (CBE) Curriculum which is based on a survey of current practices in West Virginia and a neighboring labor market determining the tasks actually performed by people employed as nursing assistants. The guide is divided into eight major sections. Section 1 presents an explanation of the curriculum and suggested guidelines for use. Section 2 contains definitions of important terms. Section 3 provides a list of competencies organized by the following job titles: nursing assistant/orderly/home health aide; child-care attendant, school; occupational therapy aide; physical therapy aide; psychiatric aide; dental assistant/medical assistant; and licensed practical nurse. Section 4 includes a table of contents for the curriculum units (CE 022 482). Unit tests and answer keys are found in section 5, and a list of references to accompany the curriculum is found in section 6. Section 7 provides the equipment and supply lists. Finally, section 8 contains two appendixes: (1) information on tasks currently performed and the equipment used as determined from the validation survey, and (2) lists of curriculum aids currently used in West Virginia Nursing Assistant programs. (BM)

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ED174844

TEACHER'S GUIDE

for

COMPETENCY-BASED EDUCATION CURRICULUM

for

NURSING ASSISTANT

SECOND EDITION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PREFACE

This West Virginia competency-based education (CBE) Nursing Assistant curriculum was originally developed in 1975 by Evelyn K. Sitler, Nursing Assistant teacher, Boone County Career Center, Boone County, West Virginia. This was one of many CBE curricula developed under a project coordinated by RCA Educational Services, Camden, New Jersey, through grants from our office and the U.S. Office of Education. The original curriculum was widely accepted and used throughout West Virginia for three years. By 1978, feedback from Nursing Assistant teachers and their advisory committees indicated that there was a need to update and revise the curriculum.

This second edition of the Nursing Assistant CBE curriculum was developed for West Virginia by teachers of Nursing Assistant programs in the State and by the staff of Associated Educational Consultants, Inc., Pittsburgh, Pennsylvania. The effort was coordinated by the staff of the Bureau of Vocational, Technical and Adult Education.

The Bureau began advocating CBE curriculum in 1974. Since that time, West Virginia has produced over twenty CBE curricula in various occupational areas. We also have a number of CBE curricula currently in the process of being developed and/or field-tested. This Nursing Assistant curriculum was disseminated to West Virginia teachers through workshops in the Spring of 1979. Additional copies of the curriculum are available from:

Vocational Curriculum Laboratory
Cedar Lakes Conference Center
Ripley, West Virginia 25271
(304)-372-8673

I trust this curriculum will help your program. Any suggestions you may have for improving it may be sent to our State Curriculum Lab. Through this feedback we plan to continually update our materials.

VOCATIONAL, TECHNICAL AND ADULT EDUCATION

Clarence C. Burdette

Clarence E. Burdette
Assistant State Superintendent of Schools

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ACKNOWLEDGEMENTS

The development and revision of this Nursing Assistant CBE curriculum was possible due to the direction, support and enthusiasm of the late:

Betty Jean Smith
Supervisor of Health Occupations
Bureau of Vocational, Technical and Adult Education
State Department of Education
Charleston, West Virginia

The planning, organizing and coordinating of the development of this competency-based curriculum for Nursing Assistant required the working together of many people of specialized skills and abilities. Associated Educational Consultants, Inc., (AEC) relied heavily on members of the Nursing Assistant Task Force, the group of interested and knowledgeable people necessary for providing professional advice on content and procedure. The devoted assistance of Mrs. Lauretta Cole, who succeeded Miss Smith as Supervisor of Health Occupations for the West Virginia Bureau of Vocational, Technical and Adult Education, should be especially noted here. Mrs. Evelyn Sitler, Allied Health Instructor, Boone County Career and Technical Center, was the developer of the initial Nursing Assistant competency-based curriculum for the State. She gave freely of her time and expertise as the current curriculum was being written toward validated competencies. Mrs. Nancy Wilson, Executive Secretary, West Virginia State Board of Examiners for Licensed Practical Nurse, offered valuable advice and assistance. Special appreciation is extended to Dr. Fred W. Harrington, Coordinator of Curriculum Development, Bureau of Vocational, Technical and Adult Education, who so aptly handled the arrangements for so many meetings and details for the project.

The Content Consultants, the teachers who wrote the Learning Activities for the identified competencies, spent many hours consulting with AEC and developing

the curriculum. The success of the curriculum in West Virginia classrooms will be due to their willingness to share their many combined years of experience in the worlds of health care and education. Accordingly, it is appropriate to accord special thanks to the following people for their outstanding degree of enthusiasm and contributions: Phyllis P. Arnett, R.N., Medical Assistant and Nursing Assistant Instructor, Putnam County Vocational-Technical Center; Grace Gibson Brailer, R.N., Nurse's Assistant Instructor, Preston County Educational Center; Diane L. Crane, R.N., Nursing Aide Instructor, Hampshire County Career Training Center; Lottie Dinda, R.N., B.S., Vocational Nursing Instructor, Webster County High School; Leona Giardina, R.N., Nurse Instructor, Benjamin Franklin Career and Technical Education Center; and Jane M. Sylves, R.N., B.S., M.Ed., who also reviewed and edited the composite effort for continuity and professionalism.

A debt of gratitude is owed also to those many people who took time from their busy schedules to respond to the task validation survey: teachers of Nursing Assistant programs, and hospital and nursing care home personnel at both the supervisory and incumbent worker levels in West Virginia and Pennsylvania.

TEACHER'S GUIDE

INTRODUCTION

This teacher's guide is designed to accompany the Nursing Assistant Competency-Based Education (CBE) Curriculum. It has been developed to facilitate use of the curriculum by instructors of Nursing Assistant programs.

The Teacher's Guide contains: an explanation of the curriculum and suggested usage; a list of competencies, by job title; suggested unit tests; and a list of references to accompany the curriculum. The appendices contain data and information on tasks currently performed and equipment used, as determined from the validation survey, and lists of curriculum aids currently used in West Virginia Nursing Assistant programs.

The competency sheets and packets, or instructional modules, in the Student Material for Nursing Assistant may be used by either students or instructors, depending on your teaching style.

In order to assure that tasks specified in the Nursing Assistance catalog conformed with current practices in West Virginia and a neighboring labor market (Pennsylvania), a survey was conducted. People employed as nursing assistants in general care institutions and nursing homes, directors of nursing and of in-service nursing education in such institutions, and teachers in Nursing Assistant programs were surveyed to validate the task list. The survey contained lists of tasks and equipment. This curriculum, then, is built around the tasks which are actually performed by people employed as nursing assistants.

A copy of the data collected through the survey appears in this Teacher's Guide as Appendix A. You may find this data useful in working with your own advisory

committee. The data are reported according to (1) state responses (West Virginia and Pennsylvania), (2) years of service in the occupation (1-5 years, 6-10 years, and more than 10 years), which can be helpful in determining entry level requirements, and (3) occupation of the respondent (nursing assistant, supervisor of nursing assistants, and educator). You will note that there are some differences between the responses of the various groups in regard to time spent performing a task. Time spent will vary according to labor market needs and should be of particular importance in your instructional planning.

You should also note that there are lists of additional tasks performed, included as Appendix B. These were noted by respondents in relation to invitations to list any tasks not appearing on the survey. Be advised that some of these "tasks" may actually be steps which are a part of the Performance Checklists on the Student Competency Sheets of the curriculum; however, the respondents' statements are included as an appendix because the respondents felt they were important enough to list.

USES OF THE

NURSING ASSISTANT

COMPETENCY-BASED EDUCATION CURRICULUM

Curriculum Purpose

This competency-based education (CBE) curriculum, with Teacher's Guide, has been developed so that you may adapt any or all of its contents to accommodate your teaching style.

The purpose of this CBE curriculum is to provide you and your advisory committee with a set of West Virginia-validated Nursing Assistant Tasks, along with (1) the Steps needed to perform each task, (2) the Evaluation Standards, and (3) suggested Learning Activities.

Depending on your teaching style, you may want to use this material primarily to assist you in your own teaching plans, or the material has been developed in enough detail so that it may, with proper supervision, be used by your students.

How you use this CBE curriculum is up to you. It has been based on the best Nursing Assistant information and material available in 1978-79 in West Virginia and the United States.

Curriculum Design

The Student Competency Sheet (SCS) format has been designed for easy readibility. The Unit, or unit of instruction, is noted at the top of each page, followed by a Module title (a group of related Tasks within a Unit), and an identifying Task statement (the name of the SCS). Each Task packet is keyed; for example, I-A-1, which indicates Unit I, Module A, Task 1. Any subsequent related pages are keyed, in the upper right-hand corner, as $\frac{\text{I-A-1,}}{2}$ $\frac{\text{I-A-1,}}{3}$ $\frac{\text{I-A-1,}}{4}$ etc.

The first major section of the SCS is a Performance Checklist, sometimes referred to as Performance Guide or "teaching steps." These are the steps necessary to accomplish performance of the stated Task. Learning Activities are geared toward enabling the student to perform each of the steps and to understand how and why they are done. Each Performance Checklist may be used by you as an evaluative aid. The Performance Checklist may be used as both a pre-test and a post-test for professional evaluation in relation to the Standard.

The mid-section of the SCS, the Test, is laid out to define the traditional performance objective in more easily identifiable terms. The "Test" has been divided into three sections. The first, Items Needed, tells exactly what equipment, etc., must be collected to perform the task. You probably will want to review these items to be sure that the listing is specific enough, that all are available in the classroom, and/or that there are not omissions of items required to perform the task according to local procedures. The second section, Task, is an itemized statement of just what the student must do to demonstrate accomplishment of the required skill. The third section, Standard, indicates how well or to what degree the skill must be demonstrated. You have the option of modifying the standard to the degree that it meets local needs.

The last section of the SCS is Learning Activities, those learning experiences which will help the student to achieve competence in each step of the Performance Checklist. Here are listed the recommended readings in books most commonly available in State programs. Where such readings are not included in the standard texts, other recommended sources are provided. If the recommended books are not available in your school, you should substitute similar materials. Likewise, where procedural learning activities can be added or substituted according to available resources or your experience with student needs, they should be freely added.

If you wish to supplement the SCS Learning Activities, the following list of kinds of activities may be useful to you.

Audio tape
Brainstorming
Bulletin board
Buzz groups
Chalk board

Committees
Community study
Computer
Debates
Demonstration

Discovery
Discussion
Displays
Dramatizations
Drill and practice

Exhibits
Field trips/research
Film loops
Films
Filmstrips

Flannel boards
Flipchart
Games
Graphics
Homework assignment

Illustrated talk
Independent study
Information sheets
Investigation/reporting
Laboratory work

Large-group/small-group instruction
Library research
Listening
Listing or diagramming
Models

Oral recitation
Panels/symposiums
Problem solving
Programmed materials
Projects

Question and answer
Reading out loud
Real objects
Resource persons
Review

Role playing
Simulation
Slides
Speaking
Step-by-step procedure panels

Supervised study
Team teaching
Television
Transparencies
Verbal illustrations

Videotape
Visual illustrations
Work-study
Writing

DEFINITION OF TERMS

COMPETENCY	A knowledge, skill, or judgment which the learner will demonstrate at a pre-determined level.
LEARNING ACTIVITIES	Activities and resources which will assist the learners in mastering the competencies. Learning activities can range from large group activities to small group activities to individual activities.
MODULE	(1) A group of related tasks within a unit. (2) An instructional packet consisting of Student Competency Sheet, Information Sheets and/or Self-Check Tests and/or Performance Check Sheets (rating sheets).
OCCUPATIONAL SURVEY	The procedure for collecting data to identify the duties and tasks that comprise one or more jobs, job types, or career field ladders, for the collection and analysis of information concerning such duties.
PERFORMANCE CHECKLIST/ PERFORMANCE GUIDE	A series of steps arranged in a sequence ordinarily followed, which, when completed, may result in the performance of a task. Also called "teaching steps."
PERFORMANCE OBJECTIVE	(See also "Test.") A statement in precise, measurable terms of a particular behavior to be exhibited by a learner under specified conditions.
TASK	A unit of work activity which constitutes logical and necessary steps in the performance of a duty. A task has a definite beginning and ending point in its accomplishment and generally consists of two or more definite steps.
TASK ANALYSIS	The process of reviewing elements of a job for the purpose of improving training program content across program levels of vocational-technical education.
TEST	The measurement of a student's ability to perform all steps necessary to complete a task satisfactorily, as measured by instructor evaluation of pre-determined levels. (1) Test, as identified on Student Competency Sheets, consists of elements which indicate the condition, or testing situation, confronting the learner under specified conditions and the specific behavior expected. "Test" is composed of three parts: Items needed to perform the task, Task (what must be done to demonstrate competence), and Standard (how well, or to what standard, the skill must be demonstrated). (2) A teacher-graded evaluation of the student's written demonstration of cognitive performance.
STANDARD	The specific level of performance or quality of product which is acceptable for an entry level skill; reflects a consensus from knowledgeable people in the occupation.
UNIT	A major segment of work comprising related tasks; one of the major activities involved in the work performed.

USE OF COMPETENCIES

BY

JOB TITLE

COMPETENCIES BY JOB TITLE

A. Satisfactory completion of all competencies of this curriculum should allow the student to begin working at any of the following jobs:

1. Nurse Aide/Nursing Assistant: a person who assists in care of hospital patients, under the direction of nursing and medical staff.

   The Nurse Aide/Nursing Assistant with special assignment may be designated as:

   a. Nurse Aide, Central Supply: a person who cleans, sterilizes, stores, prepares and issues dressing packs, treatment trays and other supplies

   b. Nurse Aide, Delivery: a person who prepares patients for delivery and cleans delivery rooms.

   c. Nurse Aide, Nursery: a person who bathes, weighs, dresses and feeds newborn babies.

   d. Nurse Aide, Surgery: a person who cleans, sterilizes and assembles into packs, supplies and instruments used in surgery, and maintains cleanliness and order of operating rooms.

2. Orderly: a person who performs duties, as directed by nursing and medical staff, to care for hospitalized patients. Depending upon institutional requirements, the orderly may set up equipment such as oxygen tents, portable X-ray machines and overhead irrigation bottles; may place anesthesia equipment near the operating table and assist in holding the patient on the table during administration of the anesthetic; may set up bone fracture equipment and assist a physician in putting on casts and braces; may maintain the supply of hospital clothing for attending physicians; may clean rooms and corridors; and may accompany discharged mental patients home, or those transferred to other institutions.

3. Home Health Aide/Home Attendant: a person who provides home-bound care and also provides a variety of miscellaneous duties as requested, such as obtaining household supplies, running errands, entertaining the patient by reading aloud, playing cards or other games. The Home Health Aide may visit several households to provide daily health care to patients.

B. Upon completion of the specified competencies, students will be prepared for the following occupations concerned with performing routine tasks while attending to the physical comfort, safety and appearance of patients.

1. Child-Care Attendant, School: a person who attends to personal needs of handicapped children while in school to receive specialized academic and physical training.

Competencies to be completed:

1. Wash hands
2. Observe body mechanics and safety measures
3. Assist with or give range of motion exercises
4. Assist patient in dressing and undressing
5. Assist in putting on or removing braces of a patient
6. Assist patient in standing
7. Assist patient in walking
8. Assist patient in walker use
9. Assist patient in using a cane
10. Assist patient in crutch walking
11. Teach patient to transport self in wheelchair
12. Assist a patient (who can stand) to and from a wheelchair
13. Assist a patient (who cannot stand) to and from a wheelchair
14. Transport patient by wheelchair
15. Assist with serving or feeding the adult or child
16. Assist patient in using bedside commode or bathroom

2. Occupational Therapy Aide: a person who assists the occupational therapist or occupational therapy assistant in an occupational therapy program in a hospital or similar institution. May assist in selected aspects of patient services as assigned.

Suggested competencies to be completed:

1. Wash hands
2. Clean instruments and supplies
3. Observe body mechanics and safety measures
4. Assist with or give range of motion exercises
5. Assist patient in dressing or undressing
6. Assist in putting on or removing braces of a patient
7. Assist patient in standing
8. Assist patient in walking
9. Assist patient in walker use
10. Assist patient in crutch walking
11. Transport patient by stretcher
12. Assist a patient (who can stand) to and from a wheelchair
13. Move a patient (who cannot stand) to and from a wheelchair
14. Transport patient by wheelchair
15. Assist patient in using bedside commode or bathroom
16. Assist in placing phone calls
17. Give artificial ventilation to an unconscious adult
18. Give external cardiac compression to a patient with an unwitnessed cardiac arrest
19. Control external hemmorhage

3. Physical Therapy Aide/Physical Therapy Attendant: a person who prepares patients for physical therapy treatments, assists the physical therapist or physical therapist assistant during administration of treatments, and administers routine treatments. If assigned to a specific type of treatment or patient service, may be designated as Physical Therapy Aide, Hydrotherapy, or Physical Therapy Aide, Transport.

Suggested competencies to be completed are:

1. Wash hands
2. Clean instruments and supplies
3. Observe body mechanics and safety measures
4. Position patient in bed
5. Assist with or give range of motion exercises
6. Assist patient to turn, cough and deep breathe
7. Adjust the hospital bed
8. Adjust siderails for patient safety
9. Make unoccupied, surgical or open bed
10. Make occupied bed
11. Put footboard or overbed cradle on bed
12. Put alternating pressure mattress on bed
13. Assist with preventing bedsores
14. Give skin care to patient with decubitus ulcers
15. Give skin care to patient in casts and/or traction
16. Apply restraints
17. Give skin care to patient in restraints
18. Assist patient in dressing and undressing
19. Carry infant
20. Assist in putting on or removing braces of a patient
21. Assist patient to dangle
22. Assist patient in standing
23. Assist patient in walking
24. Assist patient in walker use
25. Assist patient in using a cane
26. Assist patient in crutch walking
27. Apply or remove skin traction
28. Position trochanter rolls and/or sandbags
29. Transfer a helpless patient to and from a stretcher using a transfer sheet
30. Transfer a patient to and from a stretcher using a three-man lift
31. Transport patient by stretcher
32. Teach patient to transport self in wheelchair
33. Assist patient (who can stand) to and from a wheelchair
34. Move a patient (who cannot stand) to and from a wheelchair
35. Transport patient by wheelchair
36. Assist with serving or feeding the adult or child
37. Assist patient in using bedside commode or bathroom
38. Administer tepid baths
39. Administer warm soaks
40. Administer sitz baths
41. Apply heat lamps
42. Apply heating pads
43. Apply local heat applications
44. Apply heat packs
45. Apply hot water bottle
46. Apply local cold applications
47. Apply ice bags
48. Apply ace bandages
49. Apply anti-embolic stockings
50. Apply binders
51. Assist with or connect catheters and tubing to drainage
52. Assist in placing telephone calls
53. Give artificial ventilation to an unconscious adult

54. Give artificial ventilation to an unconscious infant
55. Give external cardiac compression to a patient with an unwitnessed cardiac arrest
56. Control external hemorrhage

C. Competencies from the Nursing Assistant curriculum will be used in psychiatric institutions by aides with the following job titles:

1. Psychiatric Aide/Assistant Therapy Aide/Asylum Attendant/Charge Attendant/ Psychiatric Attendant/ Ward Attendant: a person who assists mentally ill patients, working under the direction of nursing and medical staff. If responsible for patient care and other services of a single ward, may be designated as Ward Supervisor.

Suggested competencies to be completed as part of the training are:

1. Wash hands
2. Observe body mechanics and safety measures
3. Position patient in bed
4. Assist with or give range of motion exercises
5. Assist patient to turn, cough and deep breathe
6. Adjust the hospital bed
7. Adjust siderails for patient safety
8. Make unoccupied, surgical or open bed
9. Make an occupied bed
10. Put footboard or overbed cradle on bed
11. Put alternating pressure mattress on bed
12. Assist a conscious patient to maintain oral hygiene
13. Give oral hygiene for a helpless patient
14. Give or assist with oral hygiene (denture care)
15. Assist with tub bath
16. Assist with shower
17. Give back rub
18. Give or assist patient with bed bath
19. Give perineal care
20. Assist with or shave the male patient
21. Care for or assist patient in caring for hair
22. Give shampoo to a bed patient
23. Care for or assist patient in caring for toenails and fingernails
24. Assist with preventing bedsores
25. Give skin care to patient with decubitus ulcers
26. Give skin care to comatose or semicomatose patient
27. Give skin care to a patient in casts and/or traction
28. Apply restraints
29. Give skin care to patient in restraints
30. Assist in putting on or removing braces of a patient
31. Assist patient to dangle
32. Assist patient in standing
33. Assist patient in walking
34. Assist patient in walker use
35. Assist patient in using a cane
36. Assist patient in crutch walking
37. Apply or remove skin traction
38. Position trochanter rolls and/or sandbags
39. Transfer a helpless patient to and from a stretcher using a transfer sheet

40. Transfer a patient to and from a stretcher using a three-man lift
41. Transfer a patient by stretcher
42. Teach patient to transport self in wheelchair
43. Assist patient (who can stand) to and from a wheelchair
44. Move a patient (who cannot stand) to and from a wheelchair
45. Transport patient by wheelchair
46. Observe, measure and report food and fluid intake
47. Distribute drinking water
48. Assist with serving or feeding the adult or child
49. Observe, measure and report output of patient
50. Assist patient in using bedside commode or bathroom
51. Assist patient in using a bedpan
52. Assist patient in using urinal
53. Assist in placing telephone calls
54. Use the intercom
55. Give artificial ventilation to an unconscious adult
56. Give artificial ventilation to an unconscious infant
57. Give external cardiac compression to a patient with an unwitnessed cardiac arrest
58. Control external hemmorhage

D. Some competencies in the Nursing Assistant curriculum may be used in other health care occupations which require specialized training. Among these are:

1. Dental Assistant. Those competencies related, particularly, to sterilization and disinfection of instruments and equipment, and management of emergencies.

2. Medical Assistant. Those competencies related to assisting patients to dress and undress and to ambulate (as required); sterilizing and cleaning instruments and equipment; measuring and recording vital signs, weight and height; and management of emergencies.

E. All competencies included in the Nursing Assistant curriculum will be applicable to the curriculum for Licensed Practical Nurse.

NURSING ASSISTANT CURRICULUM

TABLE OF CONTENTS

UNIT MODULE TASK

A. Employment Opportunities

1. Look for a job
2. Write a personal data sheet (Resume)
3. Complete a job application form
4. Prepare for a job interview

B. Human Relations

1. Understand yourself
2. Understand successful work attitudes
3. Use principles of human relations
4. Use principles of law and ethics

C. Charting, Reporting and Recording

1. Use simple medical terminology
2. Record patient information in chart form

I. Maintaining a Clean, Safe Environment

A. Personal Preparation

1. Wash hands

B. Unit Equipment Care

1. Clean instruments and supplies

C. Body Mechanics

1. Observe body mechanics and safety measures
2. Position patient in bed
3. Assist with or give range of motion exercises
4. Assist patient to turn, cough and deep breathe

D. Bed Preparation and Adjustment

1. Adjust the hospital bed
2. Adjust siderails for patient safety
3. Make unoccupied, surgical or open bed
4. Make an occupied bed
5. Put footboard or overbed cradle on bed
6. Put alternating pressure mattress on bed

II. Caring for the Personal Needs of Patients

A. Oral Hygiene

1. Assist a conscious patient to maintain oral hygiene
2. Give oral hygiene for a helpless patient
3. Give or assist with oral hygiene (dental care)

UNIT MODULE TASK

B. General body Hygiene

1. Assist with tub bath
2. Assist with shower
3. Give back rub
4. Give or assist patient with bed bath
5. Give perineal care
6. Assist with or shave the male patient
7. Care for or assist patient in caring for hair
8. Give shampoo to a bed patient
9. Care for or assist patient in caring for toenails and fingernails

C. Skin Care

1. Assist with preventing bedsores
2. Give skin care to patient with decubitus ulcers
3. Give skin care to comatose or semi-comatose patient
4. Give skin care to patient in casts and/or traction
5. Apply restraints
6. Give skin care to patient in restraints

D. Dressing

1. Assist patient in dressing and undressing

E. Care for the Newborn Infant

1. Carry infant
2. Bathe infant
3. Care for umbilical cord
4. Care for female genitalia
5. Dress circumcision
6. Dress infant
7. Feed infant

F. Use of Supports for Locomotion and Traction

1. Assist in putting on or removing braces of a patient
2. Assist patient to dangle
3. Assist patient in standing
4. Assist patient in walking
5. Assist patient in walker use
6. Assist patient in using a cane
7. Assist patient in crutch walking
8. Apply or remove skin traction
9. Position trochanter rolls and/or sandbags

G. Moving and Transporting Patients

1. Transfer a helpless patient to and from a stretcher using a transfer sheet
2. Transfer a patient to and from a stretcher using three-man lift
3. Transport patient by stretcher
4. Teach patient to transport self in wheelchair
5. Assist patient (who can stand) to and from a wheelchair
6. Move a patient (who cannot stand) to and from a wheelchair
7. Transport patient by wheelchair

UNIT MODULE TASK

III. Assisting with Nutrition and Elimination Needs of Patients

A. Intake

1. Observe, measure and report food and fluid intake
2. Distribute drinking water
3. Assist with serving or feeding the adult or child

B. Elimination

1. Observe, measure and report output of patient
2. Assist patient in using bedside commode or bathroom
3. Assist patient in using a bedpan
4. Assist patient in using urinal
5. Assist with removing or remove fecal impaction

IV. Assisting with Treatments and Procedures

A. Measuring General Body Attributes

1. Measure and record patient's height and weight
2. Measure and record temperature
3. Measure and record respiration
4. Measure and record pulse (radial, temporal, femoral, carotid, pedal)
5. Measure and record pulse (apical)
6. Measure and record blood pressure

B. Collecting Specimens

1. Collect a routine urine specimen
2. Collect a "clean catch" urine specimen
3. Collect a 24-hour urine specimen
4. Collect urine specimen (infant)
5. Test urine for sugar and acetone
6. Collect sputum specimen
7. Collect stool specimens
8. Collect gastric specimens

C. Application of Environmental Treatments

1. Administer tepid baths
2. Administer warm soaks
3. Administer sitz bath
4. Apply heat lamps
5. Apply heating pads
6. Apply local heat applications
7. Apply heat packs
8. Apply hot water bottle
9. Apply local cold applications
10. Apply ice bags

UNIT MODULE TASK

D. Application of Bandages and Supports

1. Apply ace bandages
2. Apply anti-embolic stockings
3. Apply binders

E. Drainage, Tubes and Irrigation

1. Assist with or connect catheters and tubing to drainage
2. Measure and record contents of gastric and intestinal drainage bottles
3. Prepare and give a vaginal douche
4. Prepare and give a cleansing enema

V. Coordinating and Communicating

A. Admission, Transfer and Discharge Procedures

1. Admit a patient
2. Transfer a patient within the same facility
3. Discharge a patient

B. Communication

1. Assist in placing telephone calls
2. Use the intercom

VI. Medical and Surgical Asepsis

A. Surgical Asepsis

1. Prepare equipment and supplies for sterilization

B. Medical Asepsis

1. Follow proper isolation techniques (don and remove gown, mask and gloves)
2. Follow proper isolation techniques (serve and remove diet tray)
3. Follow proper isolation techniques (dispose of soiled material)
4. Follow proper isolation techniques (terminal disinfection)

VII. Caring for the Terminal Patient

A. Caring for the Body After Death

1. Assist with post-mortem care

VIII. Administering Emergency Treatments

A. Artificial Ventilation and Cardiac Compression

1. Give artificial ventilation to an unconscious adult
2. Give artificial ventilation to an unconscious infant
3. Give external cardiac compression to a patient with an unwitnessed cardiac arrest

B. Hemorrhage Control

1. Control external hemorrhage

TEACHER EVALUATION AIDS

AND

ANSWER KEYS

EVALUATION AIDS

PREFACE

Three types of tests are included in this section. You are cautioned against using any of the example tests without adequate review and selection.

Task Tests. Task tests are keyed according to Unit, Module and Task numbers; for example, a test marked I-A-1 would key the test to Unit I, Module A, Task 1. You may use it as a teacher-graded test, or may believe it more useful as a learning tool. Thus, you have the option of administering the test and evaluating the answers, or distributing the questions and the answer key as a self-check test.

Module Tests. Module tests are keyed according to Unit and Module; for example, a test marked I-A would key the test to Unit I, Module A, and the test should measure learning associated with all the tasks within that module.

Unit Tests. Unit tests are keyed to each of the units. They are indicated for example, as Unit Test, Unit I--Maintaining a Clean, Safe Environment. The unit tests may be utilized to measure learning as related to the entire unit, or they may be altered, supplemented, or reduced to measure the learning of selected tasks or modules.

The format of a major examination is critical in the appropriate and valid measurement of learning. Likewise, the structure and format of a unit test should present the written examination as a learning tool and not be seen as unusual or unlike learning activities in which the student has participated.

The tests presented here are divided into several parts to allow grouping by structure and to promote the use of example questions in units structured by the needs of a particular group of learners.

Teacher Evaluation

Unit A: EMPLOYMENT OPPORTUNITIES

Part I. True-False (20 points, 2 for each correct answer)

Circle the correct answer:

1. T F The personal data sheet is often called a resume.

2. T F A personal data sheet includes more information than you'll need to provide on a job application form or in an interview.

3. T F Personal references are a waste of time. Employers never call them anyhow.

4. T F Having a Social Security card guarantees that you'll be given a job.

5. T F You don't have to tell prospective employers whether you're single, married or divorced.

6. T F A letter of application is written only when applying for office jobs.

7. T F It's sometimes all right to look at your pre-written list of questions to be asked and items to be discussed during the interview.

8. T F Emphasizing your own good points during an interview makes you appear to be conceited.

9. T F If the interviewer has not said "no," it's all right to call back in a week or two to remind the interviewer that you're still interested.

10. T F You should put something in all the blanks on a job application form except those marked for company use.

Part II. Multiple Choice (20 points, 2 for each correct answer)

Circle the right answer (a, b or c):

11. The D.O.T. number is:

    a. The code which describes a job.
    b. The projected number of employees needed in an occupational field.
    c. The telephone number of the Bureau of Employment Security.

12. State licensing is not required:

    a. To be a medical doctor
    b. To be an LPN
    c. To be a nursing assistant

13. When writing out your work experience record:

    a. Start with the most recent job and work backwards.
    b. Start with the first job and work toward what you have done most recently.
    c. The order of the jobs doesn't matter.

14. If the interviewer asks something you don't know or asks if you can do something you've never tried or cannot do, it's best to:

    a. Not answer at all.
    b. Fake it.
    c. Be honest.

15. In most institutions, the interviewer:

    a. Hires the employees.
    b. Screens the applicants.
    c. Sets the wage or salary rate.

16. A nursing assistant:

    a. Is responsible for total care of the patient.
    b. Diagnoses patients' needs.
    c. Assists in caring for patients, under the direction of the medical and nursing staff.

17. Gross pay is:

    a. The amount that is taken home.
    b. The total amount paid before deductions.
    c. The hourly rate of pay.

18. A job application:

    a. Helps the interviewer judge your ability to follow directions.
    b. Usually asks for unimportant information.
    c. Tells nothing about you except the words that you have written.

19. Salary should be discussed:

    a. First thing during the interview.
    b. At the end of the interview.
    c. Not at all.

20. Looking the interviewer in the eye is:

    a. A way to show you're listening and interested.
    b. Not necessary as long as you're listening.
    c. Rude.

Unit A Test (Continued)

Part III. Define (20 points, 2 for each correct answer)

21. Fringe benefits
22. Ethnic group
23. Nationality
24. Marital status
25. Dependent
26. Management
27. Salary
28. Wage
29. Limitations
30. Deduction

Part IV. List five (5) entry-level occupations for which the Nursing Assistant program will prepare you. (15 points, 3 for each correct answer)

Part V. List the duties of a Nursing Assistant. (25 points, to be evaluated by the instructor)

Answer Key - Teacher Evaluation

Unit A Test: EMPLOYMENT OPPORTUNITIES

I.

1. True	6. False		
2. False	7. True		
3. False	8. False		
4. False	9. True		
5. True	10. True		

II.

11. a	16. c		
12. c	17. b		
13. a	18. a		
14. c	19. b		
15. b	20. a		

III.

21. Things given an employee other than money.
22. Caucasian (white), negroid (black), Indian, Asian, Other
23. Country where a person is born.
24. Single, married, divorced or widowed.
25. An individual who depends upon you for support.
26. Those who make decisions.
27. Monthly or yearly contract payments.
28. The hourly rate of pay.
29. Health or physical condition that may hinder a person on the job.
30. That which is taken from a pay check.

IV. 31 - 35.

Nurse Aide or Nursing Assistant
Nurse Aide, Central Supply
Nurse Aide, Delivery
Nurse Aide, Nursery
Nurse Aide, Surgery
Orderly
Home Health Aide or Home Attendant
Child Care Attendant, School
Occupational Therapy Aide
Physical Therapy Aide or Physical Therapy Attendant
Physical Therapy Aide, Hydrotherapy
Physical Therapy Aide, Transport
Psychiatric Aide or Assistant Therapy Aide or Asylm Attendant or Charge Attendant or Psychiatric Attendant or Ward Attendant
(plus any other titles the instructor may have identified to the students)

V. List the duties of a Nursing Assistant. (25 points, to be evaluated by the instructor. May be those listed in the Dictionary of Occupational Titles or from lecture by instructor. Must include all main duties.)

TASK TEST

Understanding Yourself
B-1

Read the following list of words. Find the word which best fills in the blank in the corresponding statements. Place the letter in the blank provided at the left of the statement.

A. personal appearance
B. able
C. foresight
D. health habits
E. punctuality
F. tact
G. courtesy
H. attitude toward other people
I. dependable
J. sense of humor
K. self-control
L. open mindedness
M. morality
N. honesty
O. initiative
P. aptitude

____ 1. When we say that people have ability to do something, we mean they are _____ to do it.

____ 2. When people seem to be born with natural talent which makes it easy to learn certain things, we say that they have _____ for these things.

____ 3. The value which has the greatest effect upon your personality shows in your _____.

____ 4. _____ means having two things: good manners and a true concern for the comfort of others.

____ 5. People who always complete the work given them on the job are _____.

____ 6. To look and plan ahead displays _____.

____ 7. Good _____ help you feel, act and look your best.

____ 8. If you can see that things need to be done and do them, you have _____.

____ 9. Being able to see both sides of a question or argument means _____.

____10. Being on time describes _____.

____11. If you can see the funny side of life, you have a _____.

____12. If you can say the right thing at the right time, and handle situations so that no one becomes offended you possess _____.

ANSWER SHEET

Understanding Yourself
B-1

1. B. able
2. P. aptitude
3. H. attitude toward other people
4. G. courtesy
5. I. dependable
6. C. foresight
7. D. health habits
8. O. initiative
9. L. open-mindedness
10. E. punctuality
11. J. sense of humor
12. F. tact

ACTIVITY TEST

Understanding Successful Work Attitudes
B-2

"5-Minute Timed Test on Following Directions"

How well do you follow directions? You should be able to complete all the things required in five minutes by following the directions below. Your teacher may wish to time you to see who can finish first, second, etc., so turn your paper over to show when you have completed all the work.

Do not begin until your teacher says "go," then follow directions exactly as given. You will need one sheet of notebook paper.

1. Read all directions before doing anything.
2. On a sheet of notebook paper, write your name in the upper right corner.
3. Number from 1 to 7, leaving three blank lines between each number.
4. Draw five small squares beside the number 1 on your paper.
5. Put an "X" in each square beside number 1.
6. Put a circle around the number 2 on your paper.
7. Count the number of pages in Chapter 4 of your book and write the answer beside number 3 on your paper.
8. Multiply the answer above by your age.
9. Say your name out loud.
10. Beside number 4, write today's date.
11. Beside number 5, write the city and state where you were born.
12. Count the number of persons in the room and write the answer beside number 6.
13. Say, "I have reached number 13, and I am following directions carefully."
14. Now that you have completed the reading, omit all directions except the first two.

TASK TEST

Understanding Successful Work Attitudes
B-2

Answer each by circling "T" for true, or "F" for false. You must achieve 12 out of 15 correctly. No references may be used.

T F 1. The most important factor in job success is attitude.

T F 2. About two-thirds of the young workers who lose their jobs do so because of poor attitude.

T F 3. Those who are most agreeable to take on unpleasant tasks are often the first to be awarded with pay increases.

T F 4. It is not important to be friendly with your co-workers.

T F 5. If you cannot be loyal to your employer and your company, you should look for another job.

T F 6. Regardless of how a criticism was meant, it is constructive or destructive depending on how you use it.

T F 7. If you are too ill to go to work, it is best to stay home, and then let the employer know why you missed work as soon as you are well.

T F 8. It is not fair for an employer to criticize your work until you have had time to learn the job.

T F 9. Most employers like workers who follow directions exactly as given.

T F 10. The behavior we develop by the time we leave high school affects us for the rest of our lives.

T F 11. The ability to get along with others is something that you are "born with" - it can't be learned.

T F 12. Written evaluations of your work by your employer are legal.

T F 13. A sense of humor is the ability to laugh when the joke is on you.

T F 14. Criticism is necessary in the job situation.

T F 15. It is best to become close friends with a co-worker during the first week or two on the job.

ANSWER SHEET

Understanding Successful Work Attitudes
B-2

1. T
2. T
3. T
4. F
5. T
6. T
7. F
8. F
9. T
10. T
11. F
12. T
13. T
14. T
15. F

TASK TEST

Using Principles of Human Relations
B-3

The following true/false questions deal with the Principles of Human Relations. Place a circle around the letter which represents the correct answer.

T F 1. The ability to make things happen is important both in your social life and in your career.

T F 2. Some things we do for no reason at all.

T F 3. We are more effective in our human relationships if we know why others behave as they do.

T F 4. Everything we do is because we want something.

T F 5. Adults are more self-centered than children.

T F 6. Human beings usually behave on the basis of what is logical.

T F 7. Everyone has some feelings of insecurity.

T F 8. Showing a sincere interest in someone can help you influence that person.

T F 9. Although a smile may be useful in your social life, it is of little value in your career.

T F 10. Putting up a good argument will help you influence others.

T F 11. Catching other people in the right mood is an important factor in making them behave as you would like.

T F 12. Once you can show that another person has made a mistake, it is important that you get him or her to admit it.

T F 13. Everyone has a basic need to feel important.

T F 14. It is easier to influence another with praise than with criticism.

T F 15. You can tell a great deal about a person by observing his or her mannerisms.

ANSWER SHEET

Using Principles of Human Relations
B-3

1. T
2. F
3. T
4. T
5. F
6. F
7. T
8. T
9. F
10. F
11. T
12. F
13. T
14. T
15. T

TASK TEST

Using Principles of Law and Ethics
B-4

Part I

True and False. Circle the letter indicating if the questions are true or false.

T F 1. Personal hygiene and good grooming are related to ethics.

T F 2. Wearing the symbols of your job while shopping helps to enhance your image in the community and is therefore ethical.

T F 3. You enter into an agreement to follow institutional policy when you take a job with a hospital.

T F 4. Ethics applies only to the doctors and nurses who take care of patients.

Part II

Fill in the blanks as indicated:

5. Ethics is a code of behavior that represents the _____ conduct for a particular group.

6. _____ =not ethical; not representative of ideal behavior.

7. A commonly used word for "die" in hospital usage is _____.

8. Having to rely on another person for help or support of any kind makes a person _____.

9. Ethical conduct always respects the basic _____ of the patient.

10. Ethics involve moral decision and a knowledge of the difference between _____ and _____.

Using Principles of Law and Ethics (Continued)

Part III

Match the statement on the right to the most appropriate term on the left.

_____1.	duty of care	A.	threatening to injure another person
_____2.	statutory law	B.	detaining unlawfully
_____3.	invasion of privacy	C.	the highest concept of right and wrong
_____4.	slander	D.	meeting expected standards
_____5.	ethics	E.	illegal act between persons
_____6.	negligence	F.	less serious crime
_____7.	privileged communication	G.	making personal information public without due consent
_____8.	battery	H.	failure to give reasonable care
_____9.	tort	I.	laws made by legislature
_____10.	misdemeanor	J.	verbal defamation of character
		K.	unlawful handling of a person without his consent
		L.	unwritten law
		M.	information kept in trust by medical personnel

ANSWER SHEET

Using Principles of Law and Ethics
B-4

Part I - True and False

1. True
2. False
3. True
4. False

Part II - Fill in the Blanks

5. moral duty and obligations of
6. unethical
7. expired
8. dependent
9. privacy
10. right or wrong

Part III - Match the Statements

1. D
2. I
3. G
4. J
5. C
6. H
7. M
8. K
9. E
10. F

ALTERNATE TASK TEST

Using Principles of Law and Ethics
B-4

Directions: Each of the questions or incomplete statements listed below are followed by several words, phrases, or series of numbers. From these, you are to choose the one which answers the question or completes the statement correctly. Place the letter of that word or phrase (A, B, C, D) in the numbered blank space at the left of the item.

_____ 1. A nursing assistant never saw a certain patient while in the hospital but was accused of defamation of character. She was probably guilty of:

A) Negligence
B) Tort
C) Misdemeanor
D) Slander

_____ 2. A patient's chart after discharge is:

A) Kept for 5 years
B) Given to the doctor
C) A legal document
D) Available for the patient to read

_____ 3. Which of the following will help the health worker avoid litigation?

A) Consistent practicing of conscientious care
B) Obtaining written consents
C) Staying within the limits of her training
D) Always considering the patient's wishes

_____ 4. If someone commits an illegal act against society, it is called:

A) Negligence
B) Crime
C) Battery
D) Misdemeanor

_____ 5. The obligation under law for a health worker to perform services for a patient which meet the common standard of practice expected in her community for a comparable worker is:

A) Common law
B) Licensure
C) Duty of Care
D) Civil law

ANSWER SHEET

ALTERNATE TASK TEST

Using Principles of Law and Ethics
B-4

1. D
2. C
3. A
4. B
5. C

Teacher Evaluation

Unit B: HUMAN RELATIONS

Part I. True or False (30 points, 3 for each correct answer)

Circle the correct answer:

1. T F The most important factor in job success is how well you perform the technical skills.

2. T F A patient's chart is a legal document.

3. T F An illegal act against society is called a litigation.

4. T F Morality is the value which has the greatest effect upon your personality.

5. T F Written defamation of character is called libel.

6. T F Personal hygiene and good grooming are related to ethics.

7. T F Having to rely on another person for help or support of any kind makes a person unethical.

8. T F Not all professions follow the same code of ethics.

9. T F Wearing the symbols of your job while shopping is unethical.

10. T F Slander is a verbal defamation of character.

Part II. Multiple Choice

Circle the right answer (a, b, c or d):

11. A natural talent which makes it easy to learn certain things is:

    a. Ability
    b. Interest
    c. Aptitude
    d. Foresight

12. Having good manners and a true concern for the comfort of others is:

    a. Self-control
    b. Courtesy
    c. Tact
    d. Sense of humor

13. Being able to see both sides of a question or argument:

    a. Morality
    b. Open-mindedness
    c. Duplicity
    d. Initiative

14. The ability to get along with others:

    a. Something you are born with
    b. Honesty
    c. Punctuality
    d. Learned

15. Information kept in trust by medical personnel:

    a. Privileged communication
    b. Duty of care
    c. Statutory law
    d. Gossip

16. A threat or an attempt to injure another in an illegal manner:

    a. Negligence
    b. Battery
    c. Invasion of privacy
    d. Assault

17. Authorization by the state to practice one's profession or vocation:

    a. Duty of care
    b. Licensure
    c. Litigation
    d. Consent

18. One's actions in general:

    a. Solvent
    b. Conduct
    c. Customs
    d. Hypothetical

19. The nurse's primary responsibility is to:

    a. Co-workers
    b. The physicians
    c. People who require nursing care
    d. Herself/himself

20. A violation of a legal requirement might result in discipline by:

    a. Law enforcement agencies
    b. Co-workers
    c. Supervisor
    d. AMA

Part III. Completion (30 points, 3 points each)

Write the word that completes the statement in the blank to the left of the statement.

21. _____ A_____acts as a bridge between the people who run the business/institutions and the employees.

22. _____ Your_____is determined by how well your needs are satisfied, how others react to you and how closely you measure up to the ideal you have set for yourself.

23. _____ A_____is an established pattern of behaving in relation to other people.

24. _____ _____is the exchange of information, feelings, and ideas which is the basis for the development of relationships among people.

25. _____ If you can handle situations so that no one becomes offended and if you say the right thing at the right time, you possess_____.

26. _____ Ethical conduct always respects the basic _____rights of the patient.

27. _____ Failure to give reasonable care is_____.

28. _____ Unskilled and faulty medical or surgical treatment is_____.

29. _____ Permission granted by a person voluntarily and in his right mind is_____.

30. _____ _____law pertains to legal relationships between private individuals.

Part IV. 31. List seven (7) specific kinds of health care workers or agencies which must be licensed by the state, (7 points, 1 point for each correct answer)

1. 5.

2. 6.

3. 7.

4.

Part V. 32. List three (3) specific areas in which health care agencies must comply with state regulations. (3 points, 1 point for each correct answer)

1.

2.

3.

Answer Key - Teacher Evaluation

Unit B Test: HUMAN RELATIONS

I.
1. False
2. True
3. False
4. False
5. True
6. True
7. False
8. True
9. True
10. True

II.
11. c
12. b
13. b
14. d
15. a
16. d
17. b
18. b
19. c
20. a

III.
21. Supervisor
22. Self-concept
23. Role
24. Communications
25. Tact
26. Privacy
27. Negligence
28. Malpractice
29. Consent
30. Civil

IV. 31. Any seven (7) of the following:
Dentists
Dental hygienists
Doctors of medicine
Licensed practical nurses
Medical technologists
Optometrists
Pharmacists
Physical therapists
Registered nurses
Sanitarians
Hospitals
Convalescent facilities

V. 32. Fire regulations
Operating safety regulations
Adequate staffing

ANSWER SHEET

Self-Check Test C-1

Commonly Used Abbreviations

1. abdomen
2. as needed
3. morning
4. ambulatory, walking
5. axillary (armpit)
6. twice per day
7. bowel movement
8. blood pressure
9. bathroom privileges
10. with
11. cancer
12. cubic centimeters
13. complains of pain
14. discontinue
15. electrocardiagram
16. emergency room
17. gastrointestinal (stomach and intestine)
18. genitourinary
19. hour
20. hemoglobin
21. water
22. bedtime
23. intake and output
24. intravenous (within vein)
25. laboratory
26. left lower quadrant
27. left upper quadrant
28. medical (or medication)
29. night
30. nothing by mouth
31. oxygen
32. obstetrics
33. operating room
34. ounce
35. pulse
36. pediatrics
37. by or through
38. by mouth
39. after surgery
40. when necessary
41. psychology
42. physical therapist
43. every hour
44. quantity sufficient
45. respirations
46. soapsuds
47. soapsuds enema
48. at once
49. staphylococcus
50. temperature, pulse, respiration
51. venereal disease
52. by way of
53. weight

ANSWER SHEET

Self-Check Test C-1a

Descriptive Terms

1. black and blue, bruised
2. large amount
3. small amount
4. fat, overweight
5. seems very sick
6. extremely worried, nervous
7. appears to have blue color
8. skin appears yellowish
9. eats everything served, and asks for more
10. eats little of food served
11. appears puffy or swollen
12. happy, carefree
13. buttocks
14. belch
15. difficult breathing
16. short time without breathing
17. abnormally shaped
18. looks black as tar
19. resembling clay
20. does not respond to stimuli
21. aware of surroundings, fully conscious
22. remains together, retains shape
23. running like water
24. looks like mucus
25. bowel movement
26. contains pus
27. vomiting
28. skin without normal color
29. unusually pink
30. appears square across and curved at the end
31. gas from the digestive tract
32. loss of normal tone and size
33. false teeth
34. prophylactic
35. void, micturate, urinate
36. incontinent, involuntary

TASK TEST

Use Simple Medical Terminology
C-1

Use clear concise terms or abbreviations which plainly describe a situation pertaining to a patient and will be quickly understood. You must answer 16 of the following 20 questions accurately and no references may be used.

Use descriptive terms.

1. black and blue, bruised
2. appears to have blue coloring of skin
3. appears puffy or swollen
4. rapid breathing
5. gas from the digestive tract
6. pass fluid from the bladder
7. difficult breathing
8. looks like mucus
9. false teeth
10. seems very sick

Use abbreviations.

11. discontinue
12. water
13. nothing by mouth
14. when necessary
15. bowel movement
16. weight
17. emergency room
18. at once
19. every hour
20. after surgery

ANSWER SHEET

Use Simple Medical Terminology

1. ecchymotic
2. cyanotic
3. edema
4. hyperpnea
5. flatus
6. void, micturate, urinate
7. dyspnea
8. mucoid
9. dentures
10. acutely ill
11. D.C.
12. H_2O
13. N.P.O.
14. P.R.N.
15. B.M.
16. wt
17. E.R.
18. stat
19. q.h.
20. post op

ANSWER SHEET

Self-Check Test C-2

Charting

Admission ambulatory to 101 accompanied by husband.

C.O. pain in left foot.

T.P.R. 98.6. Blood pressure 120/70.

Skin appears flushed.

Appetite good.

Offers no complaints. SIGNATURE

Report to nurse all findings

Male patient admitted from emergency room to Room 200 for surgery this p.m.

T.P.R. and blood pressure 100/70.

Abdominal surgery preparation done.

S.S.E. given c returns of clay colored stool and flatus.

Prepared for surgery - dentures removed.

Dozing quietly.

To operating room via cart accompanied by orderly.

SIGNATURE

TASK TEST
C-2

Charting

1. Use charting forms and the following patient information and/or treatment procedures or observations pertaining to patient care or progress.

2. Record the provided information in chart form.

3. You will be rated according to a previously constructed form. You will achieve 90 percent accuracy.

4. You may not use a reference.

Information:

Eleven o'clock in the morning, four year old Johnny Jay was admitted to Room 712 to have x-ray and blood tests done this afternoon. He was with his mother and father when he walked into the room. The laboratory technician came to take a blood sample from John's finger and Johnny cried. After lunch time (Johnny didn't get any lunch because the doctor left orders he was not to eat and drink anything), he was taken to the X-Ray Department. He went in a wheelchair and was taken there by a nurse's aide. When he returned to his room at 12:45 p.m., he was so tired that his mother undressed him and put on his pajamas. He slept for one hour. At 2:30 p.m. Doctor Smith came to see Johnny and did a physical examination on him. He asked his mother many questions about Johnny. Johnny went to the bathroom and voided. A specimen was saved and sent to the laboratory. His temperature was taken, rectally and was 99 and 0.4 degrees Farenheit. His pulse rate was 120 beats, counted for one minute and his respirations 24, counted for one minute. At 3:00 p.m. Johnny is playing quietly in bed.

ANSWER SHEET

Charting

C-2

11 a.m. admitted ambulatory to Room 712 a four year old male accompanied by parents.
Blood drawn by laboratory - patient cried.

12 noon P.O.
To X-Ray via wheelchair accompanied by nurse's aide.
Prepared for sleep by mother.

1-2 p.m. Asleep

2:30 p.m. Complete physical exam by Dr. Smith.
Routine urine to laboratory.
T.P.R. 99.4 R - 120 - 20.
Playing quietly in bed

Teacher Evaluation

Unit C: CHARTING, REPORTING AND RECORDING

Part I. True-False (20 points, 2 for each correct answer)

Circle the correct answer:

1. T F POR charting focuses on the physician and his problems.

2. T F Parorexia means the patient craves certain foods.

3. T F A barrel chest looks rounded front and back.

4. T F A patient with an obsession does not believe what is said.

5. T F A protruding abdomen is hard and board-like.

6. T F Emeses, BM, wound drainage, urine, perspiration and ambulation are types of output.

7. T F An edematous arm appears puffy or swollen.

8. T F False teeth are called dentures.

9. T F The abbreviation "q.h." means "every hour."

10. T F Difficult breathing is called dyspnea.

Part II. Multiple Choice (30 points, 2 for each correct answer)

Circle the right answer (a, b, c or d):

11. The abbreviation a.c. means:

    a. Twice a day
    b. Before meals
    c. Of each
    d. As needed

12. POR means:

    a. By mouth
    b. Problem-oriented record
    c. Postoperative
    d. Preoperativ

13. SOS means:

    a. Soapsuds
    b. One-half
    c. One time only if nee
    d. Emergency room

Unit C Test (Continued)

14. Eructation is:

a. Nosebleed
b. Blood in urine
c. Blister
d. Belch

15. Bath taken in special tub:

a. Partial bath
b. Sitz bath
c. Admission bath
d. Toilette

16. Blood in urine:

a. Hematuria
b. Hematemesis
c. Hemoptysis
d. Hemoglobin

17. Nearsightedness:

a. Myopia
b. Hyperopia
c. Diplopia
d. Jaundice

18. Feeling of being unstable, unsteady:

a. Mastitis
b. Crisis
d. Vertigo
d. Amnesia

19. A medication sheet is a:

a. General form
b. Special form
c. Graphic sheet
d. Progress note

20. A thin, undernourished patient is:

a. Axillary
b. Obese
c. Apathetic
d. Emaciated

Unit C Test (Continued)

21. POR charting accomplishes:

    a. Focuses on the patient and his problems.
    b. Improves communications among all those caring for the patient.
    c. Provides a method for evaluating the importance and meaning of the patient's concerns.
    d. All of the above.

22. A chart is a:

    a. Legal document
    b. Guerney
    c. Diagnostic test
    d. Compound

23. The following is permitted in charting:

    a. Ditto marks
    b. Handwritten or printed entries
    c. Erasures
    d. Blank spaces

24. The following information is not included on a patient's chart:

    a. Phone calls received by the patient
    b. Body care
    c. Ambulation
    d. Sleep

25. A spasm is:

    a. Localized muscle contraction
    b. Muscle contraction maintained for a time
    c. Abrupt start and end of convulsive seizure
    d. Coughing all the time

Part III. Definitions (30 points, 2 for each correct answer)

Write the definition for each abbreviation.

26. abd.

27. amt.

28. ca

29. c/o

30. H_2O

Unit C Test (Continued)

31. I&O

32. no.

33. PT

34. q.o.d.

35. TPR

36. kg

37. h

38. LUQ

39. b.i.d.

40. stat.

Part IV. 41. Define the meaning of SOAP. (20 points)

S

O

A

P

ANSWER SHEET

Teacher Evaluation

Unit C Test: CHARTING, REPORTING AND RECORDING

Part I.
1. False
2. True
3. True
4. False
5. False
6. False
7. True
8. True
9. True
10. True

Part II.
11. b
12. b
13. c
14. d
15. b
16. a
17. a
18. c
19. a
20. d
21. d
22. a
23. b
24. a
25. a

Part III.
26. Abdomen
27. Amount
28. Cancer
29. Complains of
30. Water
31. Intake and output
32. Number
33. Physical therapist
34. Every other day
35. Temperature, pulse, respiration
36. Kilogram
37. Hour
38. Left upper quadrant
39. Twice a day
40. At once

Part IV.
41. S - Subjective information obtained from the patient, his relations, or a similar source.

O - Objective information based on the health team's observations of the patient, the physical examination, or diagnostic or laboratory tests.

A - Assessment, which refers to the analysis of the patient's problem.

P - Plan of action to be taken to resolve the problem.

TASK TEST

Observe Body Mechanics and Safety Measures
I-C-1

Part I

Directions: Match the statement in column 1 with the term in column 2.

Column 1	Column 2
_____1. The body without head and extremities	A. Antagonist
_____2. Attaches bond to bone	B. Body alignment
_____3. One of a pair of muscles, having an action opposite from the other.	C. Buttocks
_____4. The arms and legs	D. Extremities
_____5. Attaches muscle to bone	E. Glucose
_____6. A simple sugar, or fuel	F. Gravity
_____7. Not likely to tip or fall	G. Hormones
_____8. Formed by the gluteal muscles	H. Ligament
_____9. The relationship of movable body segments to other segments of the body.	I. Stability
____10. A force that pulls toward the earth.	J. Tendon
	K. Thorax
	L. Trunk

Part II

Directions: Choose the best answer or answers.

1. All but one of the following statements are characteristics of good body alignment and balance. The statement that is <u>not</u> characteristic is:

   _____a. The body is balanced over its base of support.
   _____b. Oxygen and glucose are used by muscles as "fuel."
   _____c. Segments of the body are in proper relationship.
   _____d. Strain on muscles and joints is minimized.

2. Balance of the body is best achieved by:

   _____a. a low center of gravity, a narrow base, and the line of gravity passing through the base.
   _____b. a high center of gravity, a broad base, and the line of gravity passing outside the base.
   _____c. a high center of gravity, a narrow base, and the line of gravity passing through the base.
   _____d. a low center of gravity, a broad base, and the line of gravity passing through the base.

Test, Observe Body Mechanics and Safety Measures (Continued)

3. Balance of the body is maintained by:

_____a. the center of gravity passing through the base of support.
_____b. a high center of gravity located outside a narrow base.
_____c. a line of gravity passing through the base of support.
_____d. a line of gravity passing outside the base of support.

4. The center of gravity in the body is a point:

_____a. around which the body weight or mass is centered.
_____b. located and stabilized in the pelvic region.
_____c. that must lie within the base of support.
_____d. all of the above.

5. Low back strain in the hospital worker is most often caused by:

_____a. the carelessness of other people.
_____b. lifting too heavy an object or person.
_____c. using the back muscles to lift a weight.
_____d. body segments aligned with each other.

6. The worker who suffers a muscle strain of the back or shoulder might:

_____a. have a lot of pain.
_____b. lose a week or more of work.
_____c. have prevented the injury.
_____d. all of the above.

7. Movement of the body occurs:
_____a. where muscles are attached to bone.
_____b. at joints which are acted upon by muscles.
_____c. when bones are stimulated by nerves.
_____d. at the immovable joints.

8. Ligaments are strong cartilage bands which:

_____a. connect muscles and tendons.
_____b. connect muscles to muscles.
_____c. connect bones to bones.
_____d. connect tendons and bones.

9. The trunk of the body plays an important part in body alignment and balance. The trunk refers to:

_____a. the buttocks and the extremities.
_____b. the thorax and the neck.
_____c. the back and the extremities.
_____d. the abdomen and the thorax.

Test, Observe Body Mechanics and Safety Measures (Continued)

10. The palm of the hand is a subpart of the upper extremity and its surface is referred to as:

_____a. lateral
_____b. midline
_____c. posterior
_____d. anterior

11. To insure good stability of the base of support of the body, the feet should be positioned:

_____a. parallel and very close together.
_____b. about eight (8) inches apart, one a little ahead of the other.
_____c. about eight (8) inches apart, toes pointed laterally.
_____d. parallel and at least two (2) feet apart.

12. A person with sagging abdominal muscles often has a greater curve in his back, or a "sway back." This greater curve may cause:

_____a. less fatigue when doing heavy work.
_____b. decreased strain on the backbone.
_____c. uneven pressure on intervertebral discs.
_____d. increased shock absorber effect of the spine.

13. The large, strong muscle groups of the body include which of the following?

_____a. the back muscles and the gluteals.
_____b. the quadriceps femoris and the back muscles.
_____c. the hamstrings and the adductors.
_____d. the gluteals and the quadriceps femoris.

14. Muscles are frequently referred to by a name similar to the name of the movement produced by their action. Some of these muscles would be called:

_____a. Flexion, extensors, and adductors
_____b. Hyperextension, abduction, and extensors
_____c. Flexors, adductors, and abductors
_____d. Extension, hyperextension, and flexion

15. Groups of muscles are usually found working in pairs to produce movement at the joints of the body, and are called antagonists. One example of antagonist muscles is:

_____a. flexor and adductor.
_____b. quadriceps femoris and back muscles.
_____c. abdominal muscles and diaphragm.
_____d. extensors and hyperextension.

Part III

1. Give two (2) reasons for using smooth, coordinated movements in caring for the sick.

1.
2.

Test, Observe Body Mechanics and Safety Measures (Continued)

2. Why is it best to "set" or prepare the muscles before performing a strenuous activity?

   1.
   2.

3. Why is the use of a footstool advisable in reaching?

4. How do you provide a lateral stability while reaching?

5. Why is it safer to reach in front of the body rather than directly overhead?

6. List two (2) activities in the hospital where a pivoting turn could be used to prevent twisting the trunk of the body.

   1.
   2.

7. In carrying an object, why is it best to hold it close to your body?

8. List two (2) ways to reduce strain if you must lift and carry heavy objects.

   1.
   2.

9. List two (2) safety precautions to observe if you are pushing or pulling a large object in the hospital corridor.

   1.
   2.

10. The goal in pushing or pulling an object correctly is to move it with a minimum of _____ by using the _____ to assist the strong muscles.

ANSWER SHEET

Observe Body Mechanics and Safety Measures
I-C-1

Part I

1.	L	6.	E		
2.	H	7.	I		
3.	A	8.	C		
4.	D	9.	B		
5.	J	10.	F		

Part II

1.	b	6.	d	11.	b
2.	d	7.	b	12.	c
3.	c	8.	c	13.	d
4.	a	9.	d	14.	c
5.	c	10.	d	15.	c

Part III

1. 1. Avoid injury to patient or hurting him.
   2. Avoid strain or injury to the worker.

2. It stabilizes the muscles and joints, prepares the muscles for action, lessens danger of sudden movement or stress causing injury. (Or similar answer.)

3. Decreases the distance to be reached.

4. Spread feet apart to broaden base of support.

5. Avoids hyperextension of neck and spine; you can see what you are doing.

6. 1. Assisting patient from bed to chair.
   2. Turning to answer phone, pick up chart.
   (Any similar answers.)

7. It is more stable to carry if its center of gravity falls within your base of support.

8. Don't lift more than is safe; get help; use mechanical lifter.
   Shift load occasionally.
   Put load down occasionally.
   Use proper body mechanics or movements.
   Hold object as near midline of body as practical.
   (Any two of these or similar answers.)

9. Watch carefully when going around corners.
   Approach intersections carefully.
   Move equipment down one side of hall or corridor.
   Park equipment close to wall to avoid obstructing corridor.
   Use care not to bump into anyone.
   (Any two of these, or similar answers.)

10. Effort or strain; body weight.

TASK TEST

Turn Patient in Bed
I-C-2

1. Describe the following positions.

   a. Side-lying (or lateral) b. Prone c. Horizontal Recumbent

2. Describe the eight (8) checkpoints of good body alignment for the patient's position in bed.

3. Name four areas where discomfort may be felt if the body is <u>not</u> in good alignment.

4. List five (5) supportive aids that can be used for the patient's position in bed.

5. Briefly give the reason for changing the patient's position, keeping in mind the effect of the weight of the patient's body in contact with the bed or any other surface.

6. List three signs or symptoms of a decubitus ulcer.

7. How often should the patient's position be changed?

8. List three (3) aids used to reduce pressure on bony areas?

ANSWER SHEET

Turn Patient in Bed
I-C-2

1. a. Side-lying (or lateral) position - The patient is lying on his side; in which the uppermost leg is sharply flexed so that it does not rest upon the lower leg.
   b. Prone position - The patient is lying on his abdomen.
   c. Horizontal Recumbent - The patient is lying on his back with the head and feet flat.

2. Head up — Arms relaxed at sides
   Neck straight — Abdomen in
   Back straight — Knees slightly flexed
   Chest out — Feet straight with toes pointing upward.

3. Neck — Abdomen
   Back — Extremeties

4. Pillows — Sand bags
   Folded linen — Footboard
   Hand rolls

5. To prevent the development of pressure areas which can develop into a bedsore

6. Reddened area — Break in the skin
   Softening of the tissue

7. Turn the patient at least every two (2) hours.

8. Sheepskin pads, foam padding, circulating air mattress, and newly designed jel pads. (Note: If other aids have been described in class, they are also appropriate as answers.)

TASK TEST

Assist with or Give Range of Motion Exercises
I-C-3

1. a. Name all the joint movements.

   b. Give the area of the body where each of the joint movements can be used.

2. What are two reasons for range of motion exercises?

3. Why is it important for the patient to exercise in bed?

4. When is one of the best times to do the range of motion exercises?

5. What are three important factors to remember when assisting the patient who needs range of motion exercises?

6. What problems can occur when the range of motion exercises are not performed on the patient?

7. How can the patient be encouraged to help improve the movement of the affected joints?

8. What conditions would indicate the need for your patient to have the range of motion exercises?

9. Briefly describe the difference between active and passive exercises.

10. What information should be included when you record the range of motion exercises on the patient's chart?

11. Passive exercise means:

    a. Lag rolling
    b. Deep breathing
    c. The patient doing exercises
    d. The nurse doing the exercises for the patient

ANSWER SHEET

Assist with or Give Range of Motion Exercises
I-C-3

1. a. Flexion Abduction Pronation Circumduction
Extension Adduction Supination Rotation

b. Flexion and extension - Hinge joints (knee and elbow)
Pronation and supination - Wrist
Abduction and adduction - Ball and socket joint (hip and shoulder)
Circumduction - Ball and socket joint (hip and shoulder)

2. a. To enhance the firmness, tone, and elasticity of muscles.
b. Promotes elimination of waste products from the body.
c. For strength and hardness of bones.
d. Improves circulation of the blood.

3. To maintain all body functions and systems.

4. During the patient's bed bath.

5. a. To perform the range of motion exercises on a regular basis.
b. To know how far the extremity can be exercised without causing pain and discomfort to the patient.
c. To encourage the patient to participate in the exercises by using the unaffected extremity to exercise the affected limb.

6. The patient can develop permanent contractures and paralysis.

7. By taking part in doing active exercises by using the unaffected extremity on the affected limb.

8. A C.V.A. or fracture of a part.

9. Active exercises are exercises where the patient can perform the activity.

Passive exercises are exercises where someone must exercise the affected part of the body for the patient.

10. Includes patient's name, room and bed, time, type of exercises, and how well the activity was tolerated by the patient.

11. d. The nurse doing the exercise for the patient.

TASK TEST

Make Occupied Bed
I-D-4

1. List three principles of bed making.

2. What primary safety factor must be considered when making this type of bed?

3. Name three (3) precautions that you should exercise when handling the patient's bed linen.

4. Why do you complete one side of the bed before going to the other side?

5. Why is it important to raise the bed to working level?

6. What is a toe pleat? Give a reason for the toe pleat.

7. What position will the patient usually assume while the bed is being made?

8. State four (4) observations you could make concerning your patient's condition while making the bed.

ANSWER SHEET

Make Occupied Bed
I-D-4

1. a. To make the bed quickly, neatly and wrinkle free.
   b. To practice medical asepsis (prevent the spread of disease-producing bacteria).
   c. Practice good safety habits.

2. Prevent any injury or harm to the patient and the worker.

3. a. Keep the clean linen away from the dirty linen.
   b. Don't shake the linen.
   c. Don't put the dirty linen on the floor.

4. To conserve energy and save time.

5. To maintain good body mechanics by the worker to prevent back injury.

6. a. A toe pleat - a way of folding over the top linen of the bed.
   b. To permit free movement of the patient's feet and toes and eliminate pressure.

7. Lateral or horizontal recumbent position.

8. a. Note the breathing
   b. Color of skin
   c. Mental condition
   d. Verbal complaints

TASK TEST

Put Footboard or Overbed Cradle on Bed
I-D-5

1. List three (3) reasons for changing the patient's position.

2. List eight (8) checkpoints for checking the patient's body alignment.

3. List four (4) supportive aids that are helpful in positioning a patient.

4. List one (1) reason for using the footboard.

5. List one (1) reason for using an overbed cradle.

6. Briefly describe the following:

   a. Supine position
   b. Contracture
   c. Paralysis
   d. Muscle spasm
   e. Decubitus ulcer

ANSWER SHEET

Put Footboard or Overbed Cradle on Bed
I-D-5

1. Movement, circulation, comfort.

2. Head up
   Neck and back straight
   Arms at sides
   Chest out
   Abdomen in
   Knees slightly flexed
   Feet straight
   Toes pointed forward

3. Pillows
   Hand roll
   Footboard
   Sand bags
   Sheet or towel

4. To keep the patient's feet in an upright position. (footboard)

5. To keep the top linen off the patient's body. (overbed cradle)

6. a. Supine position - lying on the back with face upward.
   b. Contracture - the permanent tightening of a muscle due to spasm or paralysis that leads to immobilization of the affected joint.
   c. Paralysis - the loss of sensation or voluntary muscle movement in a part of the body.
   d. Muscle spasm - a sudden, violent, involuntary muscular contraction. It is not permanent.
   e. Decubitus ulcer - commonly known as a bed sore; caused by interference with the circulation of blood in a part of the body. It is due to constant pressure from the weight of the body lying in one position for too long a period of time.

Unit Test

Unit I: MAINTAINING A CLEAN, SAFE ENVIRONMENT

Part I. Multiple Choice

Select the one best answer for each of the following questions. Record the letter on your answer sheet.

1. An explanation about the use of siderails should include:

   a. Assurance that the patient will continue to be checked on frequently.
   b. Assurance that this safety device is used infrequently.
   c. Details about patients falling out of bed.
   d. Precautions about hospital lawsuits.

2. The "occupied bed" provides for a complete linen change with the patient lying in the bed. This is usually accomplished with the patient assuming the following positions:

   a. Remaining prone and lifting trunk.
   b. Remaining supine and lifting trunk.
   c. Turning from side to side, with assistance as needed.
   d. Sitting on either side of the bed.

3. Which of the following is not included in the "checkpoints of good alignment?"

   a. Knees slightly flexed.
   b. Neck and back straight.
   c. Feet straight, toes forward.
   d. Arms flexed on chest.

4. Which of the following aids is most often used to prevent footdrop?

   a. Overbed cradle
   b. Footboard
   c. Trochanter roll
   d. Alternating pressure mattress

5. The principle of using an alternating pressure mattress to prevent decubiti would be best described as:

   a. Pressure is not constantly exerted in the same place.
   b. The skin is not in contact with the mattress.
   c. Water exerts no surface pressure.
   d. Irregular surfaces allow for air flow.

6. Although many protective aids may be employed to prevent tissue damage and decubitus ulcers, the best prevention is good observation and positioning. The helpless patient should be observed frequently and repositioned:

   a. Every 15 minutes.
   b. At least every shift.
   c. Every 3 hours, if possible.
   d. At least every 2 hours.

Unit I Test (Continued)

7. A variation of the supine position is the:

   a. Semi-Fowler's Position.
   b. Prone Position
   c. Sim's Position
   d. Side-lying Position

8. Hand washing is the first step in all tasks related to direct patient care. Which of the purposes of hand washing listed below is <u>not</u> accurate?

   a. It helps to limit the spread of microorganisms from one person to another.
   b. It helps to keep hands and skin free from infection.
   c. It sterilizes the skin.
   d. It provides a practice in the promotion of good general health.

9. For the weak or helpless patient, position change and adequate support <u>should</u> provide:

   a. Pressure areas
   b. Immobility
   c. Relaxation
   d. Contractures

10. For adequate support and good body alignment, pillows may be used in the lateral or side-lying position. Which principle is important when using pillows in this position?

   a. Exert a "pull" on shoulder and upper arm.
   b. Provide the patient with pillows to lean on.
   c. Use pillows to keep knees straight.
   d. One pillow may help the upper leg rest in a more natural position.

Part II. Completion: Supply the vocabulary words described by the statements below.

1. _____ Movement performed by the person himself without assistance from another.

2. _____ The moving of parts of a person's body by another person.

3. _____ An inflammation of the lungs caused by the lack of movement, from remaining in the same position. A common complication of being in bed for a long time; can occur rapidly following a surgical operation.

4. The amount of movement allowed at the joints is termed its _____. Forced movements beyond this point will cause pain.

Unit I Test (Continued)

5. The prolonged flexion of joints or muscle groups may result in common deformities which are painful and unattractive and which limit the movement of the person. These deformities are called _____.

6. Muscle _____ is muscle shrinkage or a decrease in muscle size due to lack of use.

7. Muscle _____ is an increase in muscle size due to increased use.

8. _____ is the loss of ability to produce voluntary movements.

9. _____ position is lying on the abdomen, face downward.

10. _____ position is lying on the back, face upward; also referred to as dorsal recumbent position.

Answer Key

Unit I: MAINTAINING A CLEAN, SAFE ENVIRONMENT

Part I. Multiple Choice

1.	a	6.	d
2.	c	7.	a
3.	d	8.	c
4.	b	9.	c
5.	a	10.	d

Part II. Completion

1. Active exercise
2. Passive exercise
3. Hypostatic pneumonia
4. Range of motion
5. Contractures
6. Atrophy
7. Hypertrophy
8. Paralysis
9. Prone
10. Supine

Module Test

II - C

SKIN CARE

True-False:

Circle the correct answer:

1. T F A patient's attitude improves when his personal needs are satisfied.
2. T F The skin excretes oil as well as waste matter.
3. T F The second layer of the skin that produces new cells is callec the dermis.
4. T F The ideal temperature of bath water is 120-130 degrees F.
5. T F One reason for giving a backrub is to stimulate circulation.
6. T F Always trim the toenails of a diabetic patient.
7. T F The proximal side of the patient is the side closest to you.
8. T F A shampoo can be given to a patient with a doctor's order.
9. T F It is correct to shave the sideburns or mustache of a patient.
10. T F The genitalia is the first area washed in the complete bath.

Answer Key

SKIN CARE

1. True
2. True
3. True
4. False
5. True
6. False
7. True
8. True
9. False
10. False

TASK TEST

Feed Infant
II-E-7

1. In what position should the baby be held while being fed?

2. Describe the emotional tone that should be established by the person feeding the baby.

3. Why should the baby's bottle not be propped?

4. Give three (3) examples of infant formulas.

5. How much formula does a two (2) week old infant usually consume during a feeding period?

6. How often do you burp such an infant during the feeding?

7. At what angle do you hold the bottle when feeding the baby?

8. Why is the infant placed on the side or abdomen in the crib after the feeding is completed?

9. What information is included on the chart concerning the baby's feeding?

ANSWER SHEET

Feed Infant
II-E-7

1. The baby should be held in a semi-Fowlers position in the arms of a person during the feeding period.

2. The infant should feel a sense of love and security.

3. The infant may drink too quickly thus causing vomiting or aspiration could occur.

4. Plain - canned milk, water and sugar
   Enriched formula - commercially prepared with vitamins
   Enriched formula with iron added
   } May be listed by brand names.

5. Approximately four (4) ounces of formula.

6. Every ½ to 1 ounce until formula is consumed.

7. At a forty-five (45°) degree angle - remembering that milk should fill the nipple at all times.

8. To prevent the infant from aspirating any vomitus into the lungs.

9. Need to include the following information for recording feedings:
   Name, time, formula, amount of formula, how well tolerated the feeding.

Module Test

II - E

CARE FOR THE NEWBORN INFANT

Define the following terms:

1. Apathy
2. Carcinoma
3. Circumcision
4. Diaper rash
5. Foreskin
6. Formula
7. Sterilizer
8. Meconium
9. Cystic fibrosis
10. Colostrum

Complete the following:

1. A _____ bath is recommended for the newborn until the cord falls off.
2. The _____ hold is used when shampooing a baby's head.
3. A small amount of _____ is normal when the cord falls off.
4. Both breast fed and bottle fed infants should be _____ during feeding.
5. Normal birth weight varies from _____ to _____ pounds.
6. The newborn is usually not fed formula until _____ after birth.
7. The tub bath should not be given to the newborn until _____.
8. The cord should be cleansed with _____several times a day until the cord drops off.
9. The _____ is used to collect a urine specimen from both male and female infants.
10. The newborn will usually take _____ to _____ ounces of formula to start with.
11. When bottle feeding an infant, you should hold the bottle at a _____ degree angle.
12. Always use a _____ gauze dressing on a circumcision.
13. A rubber suction bulb is used to suction the _____ from the infant's throat and mouth.
14. If an infant is weighed in grams, you multiply this by _____.

15. You should always lay a _____ on the scale before placing an infant on it.

16. You should always _____the scale before weighing the infant.

17. _____ are taken of an infant to help maintain identity.

18. _____ are taken of the mother for the same reason.

19. The infant is tagged with _____ bracelets which match the mother's bracelet number.

20. All babies are given a supplemental feeding of _____.

Answer Key

Module II - E

CARE FOR THE NEWBORN INFANT

Definitions:

1. Apathy - lack of feeling or interest
2. Carcinoma - an epithelial cancerous growth
3. Circumcision - cutting off of the foreskin of the penis.
4. Diaper rash - eruption of red spots on infant's skin in area covered by diaper.
5. Foreskin - fold of skin at end of penis.
6. Formula - a set prescription or recipe for infant feeding.
7. Sterilizer - apparatus used to destroy all microorganisms on tools or pieces of equipment.
8. Meconium - first fecal excretion of newborn infant.
9. Cystic fibrosis - chronic disease of the pancreas, lungs, etc., beginning in infancy.
10. Colostrum - milk which is secreted a few days before and after childbirth.

Complete the following:

1. sponge
2. football
3. discharge
4. burped
5. 6 - 7
6. 12 hours
7. cord drops off
8. alcohol
9. U-bag
10. 2 - 4
11. 45°
12. Vaseline
13. mucous
14. 2.2
15. cloth (diaper, blanket, etc.)
16. balance
17. footprints
18. thumb-prints
19. two
20. water

Module Test
II - F

USE OF SUPPORTS FOR LOCOMOTION AND TRACTION

1. Why is the elbow flexed 30° when measuring or fitting crutches?

_____

_____

2. In crutch walking, the patient should keep his back straight and bent from the _____ or _____

3. The patient should look _____ _____ when walking on crutches.

4. In order to use a walker the patient must be able to do three (3) things. List these three things.

a.
b.
c.

5. When using the walker, you noted the patient's elbows were flexed (or bent) at a 90° angle and were resting on the upper rail of the walker. This would indicate the walker was (choose one answer):

_____a adjusted too low.
_____b. adjusted too high.

6. Another patient was observed using a walker with his upper back and shoulders flexed and his arms extended straight down to reach the upper rail. The height of the walker was too (choose one answer):

_____a. low.
_____b. high.

7. The recommended degree of flexion, or bend, of the elbow is _____ when using a walker.

8. The most stable phase of the walking cycle is the:

_____a. double
_____b. single stance
_____c. swing

9. Which of the following are some of the hazards or dangers of bed rest?

_____a. postoperative pain
_____b. blood clots
_____c. dizziness
_____d. hypostatic pneumonia
_____e altered body chemistries
_____f. contractures

10. In walking, a person swings his arm that is opposite the forward-moving foot in order to _____.

11. Which portion of the foot should strike the ground first when walking?

_____.

12. The most common type of accident among the patients in the hospital is

_____.

13. When a person loses his balance and begins to fall, his center of gravity is:

_____a. too high from his base of support.
_____b. too close to his base of support.
_____c. inside his base of support.
_____d. outside his base of support.

14. Once a patient has started to fall, the best method of helping him is to

_____.

15. You are helping a patient to walk who weighs about 200 pounds. He has begun to fall. If you try to prevent his fall, what possible effect might this action have on you?

_____

_____

16. A brace is used to provide _____for weakened muscles or joints.

17. The most frequent cause of poor fitting braces is putting the braces on

_____or_____.

18. The moving metal parts and hinges of braces should be oiled every _____ weeks.

19. The patient who is wearing a brace may develop pressure areas or soreness over _____or_____.

Module Test

II-F

USE OF SUPPORTS FOR LOCOMOTION AND TRACTION

1. When the arm is straightened using the crutch, it will lift the body slightly.
2. Ankles - hips
3. Straight ahead.
4. a. balance in upright position.
   b. support his neck and head.
   c. use at least one of his arms.
5. B
6. A
7. 30°
8. A
9. B-D-E-F
10. Counteract the twist of the body.
11. The heel.
12. Patient falls.
13. D
14. Ease him to the floor. (This method provides more safety for the patient and the worker by breaking the force of the fall and working with gravity rather than trying to lift against gravity; prevents injury to patient and worker.)
15. You may lose your balance and fall, strain your muscles, or injure yourself.
16. Support or immobilization.
17. Backwards - upside down.
18. Six
19. Bony prominences - around edges or cuffs of brace.

Module Test
II-G

MOVING AND TRANSPORTING PATIENTS

Part I

1. In order to propel himself in a wheelchair; a patient needs to be able to:

   a.
   b.
   c.

2. List four (4) important steps that must be taught to a patient in order for him to transport himself in a wheelchair.

   a.
   b.
   c.
   d.

3. When assisting the patient from the bed to the wheelchair (a patient who can stand) the back of the wheelchair should be even with: (choose one)

   _____a. The head of the bed.
   _____b. The foot of the bed.

4. List three (3) safety rules to be observed when transferring a patient from a bed to a stretcher.

   a.
   b.
   c.

5. You should have at least _____ additional people to assist you when using a transfer sheet to place a patient on a stretcher.

6. When using the three-man lift to transfer a patient to a stretcher where should the team members arms be placed underneath the patient?

   a.
   b.
   c.

7. When entering an elevator with a patient on a stretcher the (choose one)

   _____a. Head should enter first.
   _____b. Feet should enter first.

Module Test (Continued)

Part II

True or False

_____1. When rolling a stretcher down an incline, you should go in front of the stretcher.

_____2. If you cannot keep a stretcher from moving while placing a patient on it, you should call someone to help you.

_____3. It is not always necessary to strap a patient onto a stretcher.

_____4. Once a patient is in a standing position, ready to sit in a wheelchair, he should be expected to make the last movement into the chair by himself without help from you.

Answer Key
II-G

MOVING AND TRANSPORTING PATIENTS

Part I

1. a. Sit upright.
   b. Support his neck and head.
   c. Use at least one of his arms.

2. a. To set the handbrakes.
   b. Transfer into and out of the wheelchair.
   c. Raise or lower the footrest with his foot.
   d. Propel the chair.

3. b. The foot of the bed.

4. a. Lock the wheels.
   b. Lifting team move as a unit.
   c. Use good body mechanics.
   d. Raise the siderails.
   e. Fasten safety belt.

5. 2

6. a. Neck and back.
   b. Back and thighs.
   c. Thighs and legs.

7. b. Feet should enter first.

Part II

1. True
2. True
3. False
4. False

Unit Test

Unit II: CARING FOR THE PERSONAL NEEDS OF PATIENTS

Part I. True or False

Indicate your choice of True or False beside the corresponding number on your answer sheet.

1. In assisting a partially disabled patient to dress, the garment is placed on the affected side first.

2. In assisting a partially disabled patient to undress, the garment is removed from the affected side last.

3. Mouth care is a must for an unconscious patient.

4. A bath is necessary to remove dirt, oil, and cells of the skin which shed from the outer surface.

5. Bacteria needs moisture for growth and reproduction. Keeping the skin dry helps provide a line of defense.

6. Water is a conductor of heat. The bath water should be warmer than the skin temperature to prevent the patient from feeling cold.

7. When shaving a patient, shave in the direction that the hair grows.

8. Care of the mouth is called oral hygiene.

9. The approval of the doctor must be obtained, in writing, on the patient's chart before the shampoo can be administered.

10. Hair cannot be cut without the permission of the patient or a responsible relative.

11. Care of wigs should be left only to professional hairdressers.

12. After giving a patient a shampoo in the utility room, you should be sure the area is left clean and neat before you return the patient to his room.

13. Shampooing is an effective means of removing lice.

14. Personal cleanliness often improves a patient's attitude.

15. One reason to give back rubs is to stimulate circulation.

16. The area between the anus and vulva in the female and between the anus and scrotum in the male is called the perineum.

17. The area between the thighs at the lower end of the truck of the body, including the rectum and genitals is called the perineal area.

18. Skin care to prevent decubitus ulcers may include massage of bony prominences.

Unit II Test (Continued)

19. The length of time recommended for a patient to dangle is about one hour.

20. Early ambulation of a post-operative patient may require the assistance of several members of the nursing team.

Part II. Multiple Choice

Select the one best answer for each of the following questions. Record the letter on your answer sheet.

1. Adequate explanations and clear instructions for the patient are important when describing a move from the bed to a wheelchair. If the patient cannot stand alone, which of the following explanations would you consider to be most important?

   a. Repeated claims that the patient will not fall.
   b. Explanations of how the wheelchair brakes function.
   c. Assurance that adequate help and support will be provided.
   d. Instruction about activities once the patient is in the chair.

2. Good skin care is vital when casts or skin traction are applied. Which of the following statements is inaccurate in describing such skin care?

   a. Skin is observed frequently for color and temperature.
   b. Rough surfaced may be covered to prevent skin damage.
   c. Skin may be massaged and lotions applied.
   d. Areas surrounding cast or traction applications cannot be bathed.

3. The goals of applying limb restraints to provide patient safety would include

   a. total immobility.
   b. punishment for inappropriate behavior.
   c. restricted movement of certain limbs.
   d. lowered self-esteem of the patient.

4. When the nurse lifts, holds and carries the newborn infant, she/he must be careful to

   a. restrict limb movement.
   b. prevent his/her ankles from rubbing together.
   c. support the head.
   d. always keep the infant upright.

5. Suggested water temperature for an infant's bath would be in the range of

   a. 75°-80°F or 23.9°-26.6°C
   b. 105°-110°F or 40.6°-43.3°C
   c. 115°-125°F
   d. 42°-47°C

Answer Key

Unit II: CARING FOR THE PERSONAL NEEDS OF PATIENTS

Part I. True or False

1. True
2. True
3. True
4. True
5. True
6. True
7. False
8. True
9. True
10. True
11. True
12. True
13. False
14. True
15. True
16. True
17. True
18. True
19. False
20. True

Part II. Multiple Choice

1. C
2. D
3. C
4. C
5. B

9 j

Unit Test

Unit III: ASSISTING WITH NUTRITION AND ELIMINATION NEEDS OF PATIENTS

Part I. True or False

Indicate your choice of True or False beside the corresponding number on your answer sheet.

1. If the sign on a patient's door reads N.P.O. it is necessary to give him extra fluids.
2. Ice cream is measured as a fluid intake.
3. When feeding an infant formula, it is not necessary to hold him.
4. Formulas for infant feeding are usually warmed before feeding.
5. It is occasionally proper to "prop" a bottle for infant feeding.
6. A child's first utensil for feeding himself is a spoon.
7. It is a nursing responsibility to see that each child receives the proper tray.
8. Patients may be on a limited fluid intake.
9. The esthetic atmosphere has little effect on the patient's response to his meal.
10. Patients on "special diets" may not participate in their own menu planning.

Part II. Determination of intake and output.

You will determine and record fluid intake and output from patient information provided to you. You must achieve 100% accuracy when rated according to a previously constructed charted form of this same information. No reference may be used.

1. Mrs. Jones was ordered to have a record of Intake and Output kept every eight hours. You report to duty at 3 p.m. and find the totals were not charted for the 7-3 shift. When you enter the patient's room, you find the I and O sheets at the bedside, and upon questioning Mrs. Jones she states she has kept an accurate account for the previous eight hours. The I and O slip contains the measurements of the institutional containers as:

water glass	6 ozs.	soup bowl	5 ozs.
tea cup	4 ozs.	jello	3 ozs.
juice glass	3 ozs.	custard cup	3 ozs.
milk carton	8 ozs.		

Unit III Test (continued)

2. Mrs. Jones recorded:

Breakfast	Lunch
1 glass juice	1 bowl of soup
2 cups coffee	1-12 oz. can soda
1/2 carton of milk	1 dish jello
1 glass water	2 glasses water

At 2 p.m. her husband brought her a milk shake from the snack bar and she drank two water glasses full of shake.

3. Output recorded by patient:

7:30 AM voided	14 oz.
9:30 AM voided	4 oz.
11:00 AM voided	7 oz.
1:00 PM voided	10 oz.
2:00 PM voided	5 oz.

4. Chart your findings in ccs.

Part III. Completion.

Clearly answer the following completion questions on your answer sheet. All spelling must be 100% accurate.

1. List the six parts of the large intestine.
2. Identify two signs of fecal impaction.
3. Peristalsis.
4. State the average daily fluid intake for an adult.
5. Identify three aspects of personal care that should be considered before the patient is presented his/her meal.

Answer Key

Unit III

ASSISTING WITH NUTRITION AND ELIMINATION NEEDS OF PATIENTS

Part I. True or False

1. False
2. True
3. False
4. True
5. False
6. True
7. True
8. True
9. False
10. False

Part II. Determination of intake and output.

Intake Breakfast		Intake Lunch	
3 oz.	90 ccs	5 oz.	150 ccs
8 oz.	240 ccs	12 oz.	360 ccs
4 oz.	120 ccs	3 oz.	90 ccs
6 oz.	180 ccs	12 oz.	360 ccs
21 oz.	630 ccs	32 oz.	960 ccs

Milk Shake snack 12 oz. - 360 ccs

Total Intake 8 hour - 1950 ccs

Output

14 oz.	420 ccs
4 oz.	120 ccs
7 oz.	210 ccs
10 oz.	300 ccs
5 oz.	150 ccs
40 oz.	1200 ccs

Part III. Completion.

1. a. ascending colon
   b. transverse colon
   c. descending colon
   d. sigmoid colon
   e. rectum
   f. anus

Answer Key - Unit III (Continued)

ASSISTING WITH NUTRITION AND ELIMINATION NEEDS OF PATIENTS

2. a. No bowel movements for three days or more
   b. Passage of small amounts of liquid or semi-soft fecal matter.

3. Peristalsis is the contraction of successive portions of the intestines, followed by relaxation which propels food content, fluids, and flatus.

4. 2000 - 3000 cc.'s of fluid daily

5. a. position - comfort, alignment, and convenience for eating
   b. elimination needs
   c. personal cleanliness - especially washing hands.

Unit Test

Unit IV: ASSISTING WITH TREATMENTS AND PROCEDURES

Part I. Completion

Clearly record on your answer sheet the missing word(s) for these statements. Spelling must be 100% accurate.

1. The amount of solution to be used in administering enemas to adults is usually_____ to _____for a TWE or SSE.

2. The temperature of enema solutions should be about_____degrees F.

3. If at all possible, the patient should be on his_____side for administration of an enema.

4. The height of the enema solution container should be_____inches above the anus.

5. Every time the heart_____, it sends blood through the_____. The_____is the resultant throb of the heartbeat in the artery.

6. A rapid pulse rate is called_____.

7. A slow pulse rate is called_____.

8. The average pulse rate for infants is_____beats/minute. For adults, _____.

9. The average respiratory rate for infants is_____respirations per minute while in the adult the average rate is_____.

10. For an accurate accounting of the respirations, the patient should be at_____and_____of the counting process.

11. The word meaning evacuation of the bowel is_____.

12. The suggested time for checking the temperature of a continuous warm compress is every_____.

13. When applying any heat application, it is necessary to check the patient's_____regularly for redness or any discoloration.

14. Hardened waste material in the lower portion of the large intestine is medically called_____.

15. The outer opening of the rectum between the buttocks and below the lower tip of the sacrum is the_____.

16. The_____canal is the membraneous tube connecting the uterus with the external genitalia of the female.

Part II. True or False

1. The weight of babies is recorded only in pounds.

2. The loss or gain of weight may be an indication of a patient's progress.

Unit Test IV (Continued)

3. All patients should be weighed every day.
4. Bedsores can be caused by wrinkles or moisture in a binder.
5. Any size binder can be used.
6. Binders exert pressure on part of the body.
7. Reddened areas can be caused by binders.
8. Binders are not used for holding dressings and bandages in place.
9. Using correct aseptic technique is secondary in dealing with catheters and tubing.
10. Accuracy when measuring drainage is important.
11. A naso-gastric tube goes from the patient's mouth through the small intestine.
12. The rubber stoppers on a suction bottle may be loosely replaced.
13. Gomco and Wangensteen Suction are two types of electric suction equipment.
14. The vaginal canal connects with the urinary bladder.
15. A douche may be given without a doctor's order.
16. A side-lying position is best for the patient during an enema.
17. Doctor's orders are required for giving cleansing enemas.

Part III. Standard Evaluation - Recording Vital Signs

Given a practice graphic sheet, two sets of vital signs, and a ball point pen, you will record the two sets of vital signs. Your performance will be rated according to a previously graphed recording of these vital signs. You must achieve 100% accuracy and you may not use references.

Chart:

Time	Temperature	Pulse	Respirations	BP
10 a.m.	99.4	86	24	124/86
4 p.m.	100.2	90	20	212/100

Your instructor will evaluate this performance standard based upon the performance checklists for the measurement and recording of vital signs.

Answer Key

Unit IV: ASSISTING WITH TREATMENTS AND PROCEDURES

Part I. Completion

1. 500-1000 cc
2. 105°
3. Left
4. 12-18 inches
5. Beats, arteris, pulse
6. Tachycardia
7. Bradycardia
8. 115-130 beats per minute, 70-80
9. 30 to 50 respirations per minute, 16-20
10. Rest, unaware
11. Defecation
12. Every 15 minutes
13. Skin
14. Fecal impaction
15. Anal opening or anus
16. Vaginal

Part II. True or False

1. False
2. True
3. False
4. True
5. False
6. True
7. True
8. False
9. False
10. True
11. False
12. False
13. True
14. False
15. False
16. True
17. True

Unit Test

Unit V: COORDINATING AND COMMUNICATING

Part I. Multiple Choice

Select the one best answer to complete the statements below. Record the letter of your choice on your answer sheet.

1. Preparing for the patient's discharge and return to a state of optimal health should begin:

   a. The day of discharge.
   b. The day of admission.
   c. As soon as the discharge order is written.
   d. Two weeks after admission.

2. Identification of the patient is vital for safety and assurance of proper treatment for the patient. One of the most important checks for proper patient identification is:

   a. The name card on the bed.
   b. Asking the patient's roommate.
   c. Asking the patient to spell his name.
   d. The identification bracelet.

3. A transfer is similar to an admission and a discharge. It includes all of the steps below except:

   a. Introduction to the new unit.
   b. Removal of identification bracelet.
   c. A summary note of unit discharge.
   d. A summary note of unit admission.

4. Communication of events of the admission procedure are vital to planning nursing care. All of the following should be recorded on the patient's chart except:

   a. Patient's attitude toward hospitalization.
   b. Nurse's attitude toward hospitalization.
   c. Pertinent diet information.
   d. Time of day.

5. When answering the phone in a patient's room or in the nurses' station, all of the following information should be given except:

   a. Name of person answering.
   b. Title of person answering.
   c. Location.
   d. Time of day.

Unit V Test (Continued)

Part II - Definitions

Complete the following definitions. All spelling must be 100% accurate.

1. Patient's chart (or record)
2. Nursing Care Plan
3. Intercom
4. Referral
5. Urinalysis

Answer Key

Unit V: COORDINATING AND COMMUNICATING

Part I - Multiple Choice

1. B
2. D
3. B
4. B
5. D

Part II - Definitions

1. The sum total of forms that contain information about the patient.

2. A guide for nursing care.

3. A two way communication system with microphone and speakers to facilitate communication with patients in their rooms.

4. The process of sending or guiding a person to another place for help or assistance.

5. The laboratory examination of a urine specimen.

Unit Test

Unit VI: CONDUCTING STERILIZATION AND ISOLATION PRACTICES

Part I. Completion

Complete the statements below with the correct word(s). Spelling must be 100% accurate.

1. The single most important means of preventing the spread of infection is_____.

2. Microorganisms are transmitted by four general routes. These routes are:

   a.
   b.
   c.
   d.

3. Reservoirs of infection include man, animal, plant, soil and objects used in daily living. Which of these is the most common harborer of infection or disease?

   _____

4. _____is the continuous process of disinfection throughout the hospitalization period.

5. _____is the destruction of infectious material when the disease is over.

6. The_____is called the first line of body defense for the body.

7. The ability to resist contracting disease is called_____.

8. _____is the resistance of contracting disease with which one is born.

9. _____is the process of increasing the resistance of an individual to a particular infection by artificial means.

Part II. Discussion

1. Briefly discuss how a patient might react emotionally to being placed in an isolation unit.

Your instructor will evaluate your discussion.

Unit VI Test (Continued)

Part III. Definitions

Clearly state the definitions for the terms listed below. Spelling must be 100% accurate.

1. Double-Bag Technique

2. Contagious Disease

3. Isolation Technique

4. Infectious

5. Terminal Disinfection

Answer Key

Unit VI: CONDUCTING STERILIZATION AND ISOLATION PRACTICES

Part I. Completion

1. Good hand washing technique or hand washing before and after contact with each patient.

2. a. contact
   b. vehicle
   c. airborne
   d. vectorborne

3. Man

4. Concurrent disinfection

5. Terminal disinfection

6. Skin

7. Immunity

8. Natural immunity

9. Immunization

Part II. Discussion

1. The patient may feel contaminated and not acceptable to other members of society.

   General discussion may include:
   Change of image of body and self
   Depression
   Shame
   Without command of himself - loss of control over his environment
   Negative behavior expressing such emotions

Part III. Definitions

1. The placing of contaminated items in a bag which is in turn placed in another bag, the outside of which is kept clean for handling.

2. A disease that is <u>easily</u> spread from one person to another.

3. Practices to limit the spread of microorganisms, especially those causing highly infectious diseases.

4. A disease caused by a pathogen; it <u>may</u> be contagious.

5. Cleansing to remove pathogenic organisms from the environment once a patient is removed from the isolation unit.

Unit Test

Unit VII: CARING FOR THE TERMINAL PATIENT

Part I. Definitions

Define the following terms. State clearly on your answer sheet. Spelling must be 100% accurate.

1. autopsy
2. coroner
3. morgue
4. next-of-kin
5. post-mortem
6. rigor mortis
7. shroud

Part II. Short Essay

Identify and briefly discuss six ways in which nursing personnel can demonstrate respect for an expired patient and, thus, provide comfort and support for family or close friends that might be present. In other words, how can nursing personnel continue to identify the expired patient as a very significant individual and portray that recognition?

Your instructor will discuss your answers with you in an individual or small group conference.

Answer Key

Unit VII: CARING FOR THE TERMINAL PATIENT

Part 1. Definitions

1. autopsy - post-mortem examination of the organs of a dead body to determine cause of death or pathological conditions.

2. coroner - pathologist employed by the city, county, or state (may or may not be a physician) who examines a dead body to determine the cause of death in unusual circumstances, e.g., drowning, shooting, suicide, murder, auto accident.

3. morgue - a place where dead bodies are kept before release to the mortuary.

4. next-of-kin - a person related to the deceased with legal authority to sign documents.

5. post-mortem - after death

6. rigor mortis - temporary rigidity of muscles occurring after death.

7. shroud - a large sheet, usually muslin or plastic, used to wrap dead bodies.

Unit Test

Unit VIII: ADMINISTERING EMERGENCY TREATMENT

Part I - Completion

Complete the statements below with the correct word(s). Spelling must be 100% accurate.

1. What artery is used to determine a heart beating during Cardiopulmonary Resuscitation?

2. What organs could possibly be injured during external cardiac compression?

3. What part of the sternum is depressed during external cardiac compression?

4. How much pressure is applied to the sternum during external cardiac compression?

5. The downward pressure on the chest is exerted by which of the following:

   a. The heel of the hand.
   b. Fleshy prim of the hand.
   c. Using the tips of the fingers.

6. Following a cardiac arrest, usually there is enough oxygen remaining in the lungs to support life from _____ to _____ minutes.

7. After six minutes following a cardiac arrest, _____ damage will occur.

Part II - Short Discussion

Clearly answer the following questions. Spelling must be 100% accurate.

1. List the three basic rescue skills which may sustain life.

2. List four common airway obstructions.

3. List four common reasons for ineffective rescue breathing.

4. List the three steps in recognition of unconsciousness.

5. How would you detect whether the unresponding victim is a non-breather?

6. In what position should the unconscious victim's head be placed in order to correctly open the airway?

Unit VIII Test (Continued)

7. What position should the rescuer's hands assume when opening the airway of an unconscious victim?

8. What position should the knees be in while performing rescue breathing?

9. When should you stop Cardiopulmonary Resuscitation?

Answer Key

Unit VIII: ADMINISTERING EMERGENCY TREATMENT

Part I - Completion

1. Carotid

2. Lungs, stomach, liver.

3. Lower 1/3 of sternum.

4. Enough pressure to depress the sternum 1-1/2 to 2 inches.

5. The heel of the hand.

6. 3 - 6 minutes.

7. Brain or central nervous system.

Part II - Short Discussion

1. Artificial ventilation
   Cardiac compression
   Control of hemorrhage and/or shock

2. Food - vomitus
   Dentures
   Tongue
   Blood

3. Force of exhaled breathing.
   Poor head tilt
   No airtight tilt
   Airway obstruction

4. Response to verbal stimuli
   Pupillary response
   Response to painful stimuli

5. The rescuer would place his/her face to the victim's nose and mouth. The rescuer's eyes should be directed toward the victim's chest. This allows the rescuer to listen and feel for breath sounds. Also, this allows the rescuer's eyes to watch for movement of the chest and abdomen if the victim is breathing.

6. Victim should be lying on his back with hyperextension of the neck and head.

7. Without crossing the arms, one hand under and lifting the neck, the other hand pressing backwards on the victim's forehead, with fingers and thumb close together, pointing across the forehead.

Unit VIII

Answer Key (Continued)

8. Kneel 10 to 14 inches away from the victim; with one knee beside the victim's shoulder and the other knee in line with the top of the victim's head.

9. 1. Victim recovers.
   2. Competent individual assumes the responsibility.
   3. You are totally exhausted and unable to continue.

REFERENCES USED IN NURSING ASSISTANT CURRICULUM

In the following lists of references used in this curriculum, the texts which are essential to the curriculum are indicated by asterisks. Those marked by a double asterisk (**) indicate the second, or most current, edition. Either edition may be used.

It is recognized that many of the recommended books or audio-visuals are not currently available in local school resource centers. Many of the following materials may be on loan from:

Vocational Curriculum Laboratory
Cedar Lakes Conference Center
Ripley, West Virginia 25271
(304)-372-8673

REFERENCES USED IN NURSING ASSISTANT CURRICULUM
(Asterisks indicate essential texts)

A. Texts and Reference Books'

1. Anderson. Obstetrics for the Nurse. Albany, NY: Delmar, 1972.

2. Archer, Fred C., Raymond F. Brecker, John C. Frakes, John C. Stewart, and Jeffrey Rig. General Office Practice, 3rd ed. New York: McGraw-Hill, 1968.

3. Bolles. What Color Is My Parachute? Penn Speed Press.

4. DeBrum, S. Joseph, Peter G. Haines, Dean R. Malsbary, Anne Scott Daughtrey. General Business for Economic Understanding, 11th ed. South-Western Publishing Company, 1976.

5. Dison. Clinical Nursing Techniques, 3rd ed.

6. Donovan, Belsjoe, and Dillon. The Nursing Assistant, New York: McGraw-Hill, 1968.

* 7. Hospital Research and Educational Trust. Being a Nursing Aide. Bowie, MD: Robert J. Brady Company, 1974.

** 8. _____. Being a Nursing Aide. 2nd ed. Bowie, MD: Robert J. Brady Company, 1978

9. Ingalls, A. Joy and M. Constance Solerno. Maternal and Child Health Nursing, 3rd ed. St. Louis: C. V. Mosby, 1975.

10. Kimbrell, Grady and Ben S. Vineyard. Succeeding in the World of Work. Bloomington, Ill.: McKnight Publishing Company, 1975.

11. Lewis, LuVerne Wolff. Fundamental Skills in Patient Care. Philadelphia: J. B. Lippincott, 1976.

12. Mayes. Nurses Aide Study Manual. Philadelphia: W. B. Saunders, 1976.

13. U.S. Department of Labor, Employment and Training Division. Dictionary of Occupational Titles, 4th ed. Washington: U.S. Department of Labor, 1977.

14. U.S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook, 1978-79 Edition. Bulletin 1955. Washington: U.S. Department of Labor, 1978.

*15. Wood, Lucile A., ed. Nursing Skills for Allied Health Services, Vol. 1 Philadelphia: W. B. Saunders, n.d.

*16. _____. Nursing Skills for Allied Health Services, Vol. 2

**17. _____. Nursing Skills for Allied Health Services, Vol. 3

**18. _____. Nursing Skills for Allied Health Services, Vol. 1, 2nd ed. Philadelphia: W. B. Saunders, 1977.

**19. _____. Nursing Skills for Allied Health Services, Vol. 2, 2nd ed.

B. Skills Program* (text with coordinated filmstrips/cassettes)

Singer Career Systems. Job Survival Skills Program. Rochester, NY: Singer Educational Division, 1973.

C. Audio-Visual Materials

Cassettes:

"Pulse and Blood Pressure Variations"

Film Loops:

"Prevention of Footdrop," Parts I and II

Lippincott:
"Asepsis - Medical and Surgical
"Gown, Gloves, Mask - Single Use"
"Handwashing"
"Prevention of External Rotation - Trochanter Roll"

Filmstrips:

C & P Telephone, Film Library, Rm.321, 1500 MacCorkle Ave.,S.E.,Charleston,WV
"A New Way to Lift"
"To Fall or Not to Fall"

Career Aids, 8950 Lurline Ave., Dept. T-234, Chatsworth, CA 91311
"Ethics for the Nursing Assistant"
"Nursing Staff Oral Communication"

Johnson & Johnson, Educational Media Division, New Brunswick, NJ 08903
"Bathing a Newborn"

Pro-Tech Media:
"Bathing the Patient: Shower and Tub Bath"
"Making An Occupied Bed"

Similac, Division of Abbott Laboratories, Columbus, OH 43216
"Bathing Baby"

Train-Aide:
"Care of the Dying Patient"
"Care of the Orthopedic Patient"
"Developing Skills in Communications"
"Patient Transfers and Ambulation"
"Prevention and Treatment of Decubitus Ulcers"

Trainex, P. O. Box 116, Garden Grove, CA 92642

"Admissions and Discharge" (#374)
"Application of Bandages and Binders" (#436)
"Baby Care with a Touch of Love"
"Bathing the Baby"
"Bathing the Patient"
"Bed Bath, The"

*May be available from Vocational Curriculum Laboratory

Trainex (Continued):

"Blood Pressure" (PC 367)
"Body Mechanics"
"Bottle Feeding" (#252)
"Bowel Elimination"
"Care of the Patient in Traction" (#441)
"Care of the Patient Who is Dying" (#403)
"Characteristics of the Newborn"
"Cleansing Enema" (PC 368)
"Closed Urinary Drainage Systems"
"Collecting Urine Specimens" (#339)
"CPR - Initial Phase"
"Death and Dying" (#350)
"Delivery" (#409)
"Feeding the Patient" (#373)
"Health Care of the Normal Infant" (#256)
"Heart Anatomy I and II, The"
"Important Procedures in Asepsis"
"Intake and Output" (#173)
"Isolation Technique"
"Lifting and Moving Patients"
"Local Applications of Heat and Cold"
"Medical Asepsis" (#376)
"Medical Asepsis" (Special Needs Series #SN2)
"Methods of Cardiopulmonary Resuscitation" (#329)
"Normal Breath Sounds" (#425)
"Observation and Charting"
"Occupied Bed Making"
"Peri-Care" (#342)
"Physiology of Respiration"
"Positioning to Prevent Complications"
"Positioning to Prevent Contractures"
"Range of Motion Exercises to Prevent Contractures"
"Shock and Hemorrhage"
"Showers and Tub Baths"
"Spiritual Needs of the Patient" (#155)
"Teaching Crutch Walking" (PC175)
"Temperature, Pulse and Respiration" (#371)
"Testing Urine for Glucose and Ketones"
"Transfer Activities and Ambulation" (#400)
"Use of Protective Restraints, The"

West Virginia State Department of Health, Film Library, 4864 Brenda Lane, Charleston, WV 25312

"Facts About Backs"
"I Am Joe's Back" (A Reader's Digest film)
"Muscular Systems, The"
"Skeletal System, The"

EQUIPMENT AND SUPPLIES

This section includes two lists of equipment and supplies.

The first list shows the basic supplies required to equip the instructional laboratory of a Health Occupations program.

The second section is a list of equipment and supplies which are essential to this Nursing Assistant curriculum. This list has been extracted from the individual Student Competency Sheets. It is presented according to the units and modules in which the particular items are used.

HEALTH OCCUPATIONS

SUGGESTED BASIC SUPPLY LIST

Sheets
Pillow Cases
Draw Sheets
Spreads
Bath Blankets
Thermal Blankets
Mattress Pads
Pillows with Plastic Covers

Bath Towels
Face Towels
Wash Cloths

Folding Linen Hamper w/ Bag
Hamper Bag

Flashlight

Dressing Supplies

Portable Screens (if needed)

Hospital Bed
Mattress
Bedside Tables
Over-the-Bed Tables
Side Rails
Bedside Chair

Stethoscope
Teaching Stethoscope

Washing Machine (optional)
Electric Dryer (optional)

Mary Chase Demonstration Doll
Baby Jane
Bassinet w/ Mattress

Skeleton and Cabinet w/ Telescoping Rod
Sexless Torso

File Cabinets
Storage Cabinets

Gooseneck Lamp

Step-on Can w/ Inner Pad (20 qt.)
Emesis Basin
Urinal
Bath Basins
Bedpans

NURSING ASSISTANT CURRICULUM

EQUIPMENT AND SUPPLIES

The following list of equipment and supplies is presented according to the Unit and the Module for which they are needed in this curriculum.

UNIT I:

Module A:
- Sink with Water Supply
- Bar Soap or Container of Liquid Soap
- Paper Towels

Module B:
- Various Instruments and Supplies

Module C:
- Ladder or Footstool
- Pillows (at least 3)
- Synthetic Lambs Wool Pad or Sheepskin

Module D:
- Foot Board
- Overbed Cradle

UNIT II:

Module A:
- Toothbrush
- Toothpaste
- Mouthwash
- Tissues
- Cup
- Mouth Lubricant
- Mouth Swabs
- Dentures (if applicable)
- Denture Cup

Module B:
- Chair
- "Occupied" Sign
- Soap
- Electric Shaver or Safety Razor
- Hairbrush
- Comb
- Alcohol
- Shampoo Board or Kelly Pad
- Orangewood Stick
- Lotion
- Powder
- Shampoo
- Materials for Perineal Care:
  - Perineal Bottle or Pitcher
  - Solution
  - Cotton Balls or Wipes

Module C:
- Stockinette
- Wrist Restraints
- Ankle Restraints
- Body and/or Jacket Restraint
- Padding for Restraints

Module D:
- IV Bottle and Tubing
- Arm Board
- Patient Gown and Robe
- IV Standard or Pole

Module E:
- Diaper
- Infant Gown or Shirt
- Cord Clamp or Ligature
- Antiseptic Solution for Cord Care
- Dressing
- Cotton Balls
- Baby Bottle (with nipple)
- Formula

Module F:
- Footstool
- Walker (aluminum, lightweight)
- Pair of Crutches
- Foot Board
- Sandbags or trochanter roll
- Pair of Crutches

Module G:
- Wheelchair
- Hoyer Mechanical Lift

UNIT III:

Module A:
- Intake - Output Worksheet
- Intake - Output Chart
- Equivalent Chart for Various Fluid and liquid food containers
- Fluid containers:
  - Water Pitcher
  - Drinking Cups or Glasses
  - Straw
- 1 and 2 Quart Metal or Plastic Graduates
- Diet List
- Food Tray Marked with Patient's Name and Room Number

Module B:
- Intake - Output Record
- Intake - Output Chart
- 1 and 2 Quart Metal or Plastic Graduates
- Bedside Commode or Commode Chair
- Rubber Gloves
- Lubricant
- Bed Protector or Incontinent Pads

UNIT IV:

Module A:
- Scale
- Patient Record or Chart
- Thermometers:
  - Oral and Rectal
- Thermometer Holder
- Sphygmomanometer:
  - Aneroid and Mercury
- Lubricant
- Wipes
- Watch with Second Hand
- Stethoscope
- Teaching Stethoscope

EQUIPMENT AND SUPPLIES (Continued)

Module B:
- Urine Specimen Container or Bottle
- Appropriate Laboratory Requisitions
- Disposable Clean Catch or Mid-Stream Urine Specimen Kit
- Laboratory Requisition
- One Gallon Size Job
- Labels for Specimen Containers and Jug
- Clinitest Set-Up and Colorchart
- Tes-Tape and Colorchart
- Ketostix and Colorchart
- Ketodiastix and Colorchart
- Sputum Specimen Containers
- Tissues
- Stool Specimen Container
- Tongue Blades
- Bedpan or Bedside Commode
- Gastric Specimen Container
- N/G Tube

Module C:
- Oral Thermometer
- Alcohol
- Bath Thermometer
- Solution for Warm Soak
- Basin
- Portable Sitz Bath Basin or Bathtub
- Foam Ring
- Heat Lamp
- Electric Heating Pad and Cover
- Petroleum Jelly
- Compress Material for Warm and Cold Application
- Heat Pack
- Hot Water Bottle and Protective Cover
- Ice Collar and Protective Cover
- Ice Bag or Ice Cap and Protective Cover

Module D:
- Dressings
- Ace Bandages
- Anti-Embolic Stockings (TED Hose)
- Scultetus (Many-Tailed) Binder
- Straight Binder
- T - Binder
- Double T - Binder
- Triangular Bandage (Sling)

Module E:
- Foley Catheter with Drainage Tubing and Bag
- 1 and 2 Quart Metal or Plastic Graduates
- Vaginal Douche Kit
- Solution for Vaginal Douche
- Cotton Balls
- Rubber Gloves
- Enema Kit
- Tissues
- Incontinent Pads or Bed Protectors

UNIT V:

Module A:
- Admission Forms
- Valuables Envelope
- Agency Policies Re:
  - Admission
  - Transfer
  - Discharge
- Wheelchair

Module B:

UNIT VI:

Module A:
- Pack or Tray for Sterilization
- Depending Upon Supplies Used in a Particular Area:
  - Dressings
  - Glassware
  - Instruments
  - Suture Needles
  - Rubber Goods
  - Linens

Module B:
- 2 Masks, 2 Gowns, 2 Pair Gloves
- Disposable Dishes and Silverware
- Food Tray
- Agency Policy
- Disposable Bags
- Germicidal Solution-type depending upon agency policy

UNIT VII:

Module A:
- Agency Policy
- Post-Mortem Kit or Shroud

UNIT VIII:

Module A:

Module B:
- Pressure Dressings
- Tourniquets
- Bandage Scissors

OPTIONAL AND ADDITIONAL EQUIPMENT AND SUPPLIES

UNIT I:

Module A: Hand Lotion

Module B:

Module C:

Module D: Alternating Pressure Mattress
Heel and Elbow Protectors

UNIT II:

Module A: Dental Floss
Tongue Depressor

Module B: Shaving Cream
Blunt Scissors
Hair Dryer

Module C: Leather Restraints

Module D:

Module E:

Module F: Braces: Back, Long Leg, Short Leg, Neck
Walker with Swing-up Seat and Wheels
Cane with Rubber Suction tip
Traction Cord and Weights
Tension Devices

Module G: Guerney
Stretcher

UNIT III:

Module A:

Module B: Rectal Suppository.

UNIT IV:

Module A: Physician-Balanced Scale
Electric Thermometer and Probe Covers

OPTIONAL AND ADDITIONAL EQUIPMENT AND SUPPLIES (Continued)

Module B: Waterproof Sheet
Gauze Pads
Funnel
Gomco Thermotic Pump or Wangensteen Suction

Module C: Sitz Chair
Dry Pack

Module D:

Module E: Wangensteen Suction

UNIT V:

Module B: Telephone
Intercom

UNIT VIII:

Module A: Resusi-Anne and Baby Training Mannequin
(Adult and Infant Training Mannequin)

APPENDIX A

RESPONSES TO VALIDATION SURVEY

APPENDIX A-1

NURSING ASSISTANT

Revalidation Survey of Incumbent Workers
Background Data
1978

Background Data	West Virginia (N = 98)	Pennsylvania (N = 62)
	%	%
1. Sex		
Male	1	6
Female	99	94
2. Time Spent on Present Job		
1 - 5 years	56	48
6 - 10 years	25	31
11 - 20 years	15	15
21 - 33 years	1	3
3. Years Spent in Career Field		
10 years or less	32	34
11 to 15 years	14	14
16 to 20 years	15	13
21 to 25 years	12	20
26 to 30 years	9	8
31 to 35 years	8	5
36 to 42 years	4	3
4. Present Position by Job Title		
1. Instructor/Teacher	38	19
2. Nurse	1	5
3. Nurse's Aide/Assistant	23	23
4. Head Orderly/Hospital Attendant	2	2
5. Nursing Supervisor	-	2
6. Director of Nursing	16	18
7. Director of Inservice	5	3
8. Director of Staff Development	3	3
9. Staff Development Coordinator	-	-
10. Assistant Director	3	3
11. Continuing Ed. Coordinator	1	3
12. Inservice Coordinator	2	8
13. Supervisor	2	3
14. Administrator/Ass't. Administrator	2	5

APPENDIX A-2

NURSING ASSISTANT

REVALIDATION OF TASKS BY LOCATION
WEST VIRGINIA AND PENNSYLVANIA
1978

1 = Never
2 = Seldom
3 = Sometimes
4 = Often

Tasks	West Virginia N = 98				Pennsylvania N = 62			
	1	2	3	4	1	2	3	4
	%	%	%	%	%	%	%	%
A. COORDINATION AND COMMUNICATING								
1. Assist with unit admitting procedures	2	3	16	74	8	8	34	45
2. Assist with unit discharge procedure	3	4	15	73	8	16	26	45
3. Assist with transferring patient	2	8	24	61	5	10	35	45
4. Use the intercom	23	20	15	37	32	6	24	32
B. MAINTAINING CLEAN, SAFE EQUIPMENT								
1. Adjust the hospital beds	1	1	3	93	5	5	6	77
2. Clean instruments and supplies	8	10	41	39	18	16	16	44
3. Follow proper isolation techniques (don and remove gown, mask and gloves)	11	21	45	20	18	45	24	8
4. Follow proper isolation techniques (serve and remove diet tray)	12	22	40	23	24	39	15	18
5. Follow proper isolation techniques (dispose of soiled material)	11	22	39	26	23	39	21	13
6. Follow proper isolation techniques (terminal disinfection)	29	27	33	10	42	27	13	13
7. Make occupied bed	1	5	92	2	2	5	11	76
8. Make unoccupied bed	2	1	2	93	5	5	84	5
9. Make the postoperative or recovery bed	20	12	13	52	39	8	13	35
C. CARING FOR THE PERSONAL NEEDS OF PATIENTS								
1. Assist in putting on or removing braces of a patient	33	38	19	10	29	26	23	21
2. Assist patient in crutch walking	21	36	29	13	45	31	15	8
3. Assist patient in dressing and undressing	1	7	90	2	5	2	11	77
4. Assist patient in standing	1	1	5	91	6	11	77	5
5. Assist patient in walker use	4	8	35	51	13	5	27	50
6. Assist patient in walking	2	7	89	2	5	2	15	74
7. Assist with or shave the male patient	8	7	32	52	19	8	23	47
8. Care for or assist patient in caring for hair	1	12	84	3	5	3	16	71

APPENDIX A-2

NURSING ASSISTANT

REVALIDATION OF TASKS BY LOCATION
WEST VIRGINIA AND PENNSYLVANIA
1978 (Continued)

Tasks	West Virginia N = 98				Pennsylvania N - 62			
	1	2	3	4	1	2	3	4
	%	%	%	%	%	%	%	%
9. Care for or assist patient in caring for toenails and fingernails	5	10	27	56	10	11	18	56
10. Give backrubs to patient	1	2	5	90	8	3	16	68
11. Give skin care to comatose or semi-comatose patient	3	6	15	73	13	6	24	52
12. Give skin care to patient in casts and/or traction	11	18	29	40	19	23	26	27
13. Give skin care to patient in restraints	3	11	27	57	19	10	29	39
14. Give skin care to patient with decubitus ulcers	6	4	26	62	19	11	16	52
15. Give or assist patient in taking bath	-	-	3	95	8	3	6	77
16. Assist with oral hygiene	-	-	4	94	10	3	5	77
17. Give oral hygiene	1	3	6	88	8	2	11	74
18. Give or assist with oral hygiene (denture care)	1	7	90	2	8	10	76	6
19. Move patient between a stretcher or a bed using three-man lift	26	24	19	31	26	16	19	34
20. Move patient between a stretcher and a bed using transfer sheet	5	11	20	60	21	11	26	37
21.Move patient to and from a wheelchair (a patient who can stand)	-	-	10	87	5	15	46	4
22. Move patient to and from a wheelchair(a patient wo cannot stand)	2	5	23	67	10	6	21	56
23. Transport patient by wheelchair	1	2	8	86	8	3	16	66
24. Transport patient by stretcher	9	10	21	56	21	11	21	40
D. ASSISTING WITH NUTRITION AND ELIMINATION NEEDS FOR PATIENTS								
1. Assist patient in eating	2	10	87	1	6	3	5	81
2. Assist patient to bathroom	-	-	5	94	6	5	84	5
3. Assist patient in using bedpan	1	-	4	92	6	2	8	79
4. Assist patient in using urinal	3	4	13	79	6	2	15	71
5. Assist with removing or remove fecal impaction	34	23	28	15	45	16	18	19
6. Distribute drinking water	-	-	1	98	11	8	76	5
7. Feed patient (adults)	1	1	12	85	8	2	11	74

APPENDIX A-2

NURSING ASSISTANT

REVALIDATION OF TASKS BY LOCATION
WEST VIRGINIA AND PENNSYLVANIA
1978 (Continued)

Tasks	West Virginia N = 98				Pennsylvania N = 62			
	1	2	3	4	1	2	3	4
	%	%	%	%	%	%	%	%
8. Feed patient (babies)	23	10	20	45	68	8	10	11
9. Observe, measure and report food and fluid intake	4	1	9	85	5	11	15	65
10. Observe, measure and report output of patient	7	2	6	84	6	10	16	63
E. ASSISTING WITH TREATMENTS AND PROCEDURES								
1. Apply cold compresses	18	10	39	32	23	16	40	15
2. Administer hot soaks	22	12	30	35	31	18	27	19
3. Administer sitz baths	15	9	39	36	29	24	27	15
4. Apply ace bandages	24	26	33	16	32	24	27	15
5. Apply heat lamps	16	17	35	30	47	21	11	19
6. Apply heating pads	30	12	30	28	52	24	13	8
7. Apply hot compresses	28	8	32	32	34	18	29	16
8. Apply hot packs	43	14	26	16	65	18	11	3
9. Apply hot water bottle	15	14	38	32	32	19	31	11
10. Apply ice bags	4	9	43	42	16	13	44	21
11. Apply restraints	5	15	23	55	19	10	23	45
12. Assist with preventing bed sores	2	3	7	85	8	15	71	6
13. Assit with or give range of motion exercises	15	12	29	43	26	13	21	35
14. Assist patient to dangle	5	5	17	70	10	8	23	55
15. Assist patient to turn, cough and deep breathe	6	6	20	65	15	13	24	44
16. Assist with or connect catheters and tubing to drainage	20	13	15	50	32	11	21	32
17. Assist with post-mortem care	11	27	26	35	11	21	29	34
18. Collect a clean catch urine specimen	12	13	19	54	18	16	32	29
19. Collect a routine urine specimen	4	3	16	76	8	5	26	55
20. Collect a 24-hour urine specimen	13	26	31	30	32	19	18	26
21. Collect sputum specimen	9	20	29	41	21	35	19	19
22. Collect stool specimen	7	24	26	42	21	29	23	23
23. Measure and record contents of gastric and intestinal drainage bottles	27	23	19	30	61	10	10	16

APPENDIX A-2

NURSING ASSISTANT

REVALIDATION OF TASKS BY LOCATION
WEST VIRGINIA AND PENNSYLVANIA
1978 (Continued)

Tasks	West Virginia N = 98				Pennsylvania N = 62			
	1	2	3	4	1	2	3	4
	%	%	%	%	%	%	%	%
24. Give colostomy care	31	39	13	15	48	19	21	10
25. Give perineal care	12	14	29	44	35	11	16	34
26. Prepare and give a vaginal douche	29	22	19	30	53	13	21	11
27. Prepare and give enema	4	8	23	63	18	6	31	44
28. Measure and record blood pressure	16	3	7	72	27	6	15	48
29. Measure and record pulse (radial, temporal, femoral, carotid, pedal)	9	6	5	78	16	8	6	65
30. Measure and record pulse (apical)	27	14	20	38	39	15	15	31
31. Measure and record temperature	3	2	93	2	2	3	11	77
32. Take and record patient's height and weight	5	3	15	74	5	6	15	69
33. Measure and record respiration	6	1	6	85	8	3	15	68
34. Test urine for sugar and acetone	6	5	12	76	5	5	18	66
35. Insert rectal suppositories	43	19	23	12	60	6	16	18
36. Insert rectal tube	29	34	28	9	45	23	19	11

APPENDIX A-3

NURSING ASSISTANT

REVALIDATION OF TASKS BY TOTAL TIME IN CAREER FIELD

1978

1 = Never
2 = Seldom
3 = Sometimes
4 = Often

Tasks	1 - 5 Years N = 26				6 - 10 Years N = 24				Over 10 Years N = 109			
	1	2	3	4	1	2	3	4	1	2	3	4
	%	%	%	%	%	%	%	%	%	%	%	%
A. COORDINATION AND COMMUNICATING												
1. Assist with unit admitting procedures	4	4	15	73	8	29	58	4	4	6	23	63
2. Assist with unit discharge procedures	8	8	27	54	8	8	13	67	4	8	18	65
3. Assist with transferring patient	4	15	23	54	13	4	25	54	1	7	31	56
4. Use the intercom	15	19	27	35	21	13	17	46	31	15	16	34
B. MAINTAINING A CLEAN, SAFE ENVIRONMENT												
1. Adjust the hospital beds	4	4	88	4	-	4	4	92	3	3	5	85
2. Clean instruments and supplies	15	15	23	42	17	4	33	46	10	13	33	39
3. Follow proper isolation techniques (don and remove gown, mask and gloves)	19	27	35	15	17	17	46	21	12	34	35	16
4. Follow proper isolation techniques (serve and remove diet tray)	23	27	27	19	17	38	38	25	16	30	29	21
5. Follow proper isolation techniques (dispose of soiled material)	19	27	35	15	17	17	42	25	15	31	29	21
6. Follow proper isolation techniques (terminal disinfection)	46	19	23	8	33	21	33	13	31	30	24	11
7. Make occupied bed	4	4	12	71	4	-	8	88	2	6	87	4
8. Make unoccupied bed	4	12	4	77	-	-	100	-	1	4	91	4
9. Make the postoperative or recovery bed	31	4	19	42	21	4	13	63	28	14	11	43
C. CARING FOR THE PERSONAL NEED OF PATIENTS												
1. Assist in putting on or removing braces of a patient	27	23	31	19	38	46	4	13	29	33	22	15

APPENDIX A-3

NURSING ASSISTANT

REVALIDATION OF TASKS BY TOTAL TIME IN CAREER FIELD

1978 (Continued)

Tasks	1 - 5 Years N = 26				6 - 10 Years N = 24				Over 10 Years N = 109			
	1	2	3	4	1	2	3	4	1	2	3	4
	%	%	%	%	%	%	%	%	%	%	%	%
2. Assist patient in crutch walking	42	19	23	15	33	33	33	-	27	37	21	14
3. Assist patient in dressing and undressing	-	-	15	81	-	-	8	92	2	2	6	86
4. Assist patient in standing	-	-	12	85	-	-	8	92	4	1	6	85
5. Assist patient in walker use	12	8	23	54	8	13	38	42	6	6	32	53
6. Assist patient in walking	4	8	85	9	-	-	21	79	3	1	8	84
7. Assist with or shave the male patient	4	8	27	58	17	-	38	46	13	8	27	50
8. Care for or assist patient in caring for hair	-	-	27	65	-	-	21	79	2	3	8	83
9. Care for or assist patient in caring for toenails and fingernails	8	8	27	54	-	21	29	50	6	9	21	60
10. Give backrubs to patient	8	4	4	81	-	-	8	92	3	3	10	81
11. Give skin care to comatose or semi-comatose patient	4	8	15	69	-	4	33	63	7	6	17	66
12. Give skin care to patient in casts and/or traction	12	19	42	23	13	25	38	25	14	19	22	41
13. Give skin care to patient in restraints	4	19	27	46	8	13	46	33	9	8	24	56
14. Give skin care to patient with decubitus ulcers	4	8	35	50	8	8	25	58	13	6	17	61
15. Give or assist patient in taking bath	-	-	4	92	-	-	4	96	4	2	5	86
16. Assist with oral hygiene	8	8	81	4	-	-	4	96	3	2	3	89
17. Give oral hygiene	4	8	12	73	-	-	17	83	4	2	5	86
18. Give or assist with oral hygiene (denture care)	4	-	8	85	-	-	13	83	3	1	6	86
19. Move patient between a stretcher and a bed using three-man lift	38	15	15	31	33	29	13	25	19	21	22	35
20. Move patient between a stretcher and a bed using transfer sheet	12	4	19	62	8	4	38	50	10	15	20	50
21. Move patient to and from a wheelchair (a patient who can stand)	-	-	19	77	-	-	17	79	2	9	84	5

APPENDIX A-3

NURSING ASSISTANT

REVALIDATION OF TASKS BY TOTAL TIME IN CAREER FIELD

1978 (Continued)

Tasks	1 - 5 Years N = 26				6 - 10 Years N = 24				Over 10 Years N = 109			
	1	2	3	4	1	2	3	4	1	2	3	4
	%	%	%	%	%	%	%	%	%	%	%	%
22. Move patient to and from a wheelchair (a patient who cannot stand)	8	8	31	54	4	33	58	4	5	6	17	68
23. Transport patient by wheelchair	8	4	27	58	4	8	4	79	2	1	9	83
24. Transport patient by stretcher	27	12	15	42	8	17	21	50	10	9	23	53
D. ASSISTING WITH NUTRITION AND ELIMINATION NEEDS FOR PATIENTS												
1. Assist patient in eating	4	4	19	69	4	-	13	83	4	5	89	3
2. Assist patient to bathroom	-	-	12	85	-	-	4	96	3	4	91	3
3. Assist patient in using bedpan	-	-	8	88	-	-	4	96	4	1	6	87
4. Assist patient in using urinal	-	4	23	69	4	4	13	79	5	3	12	77
5. Assist with removing or remove fecal impaction	35	23	23	19	42	25	25	8	38	19	24	18
6. Distribute drinking water	8	-	-	88	-	-	4	96	4	5	89	3
7. Feed patient (adults)	4	4	23	65	-	-	13	88	4	1	9	83
8. Feed patient (babies)	38	23	12	23	29	13	17	42	42	6	17	33
9. Observe, measure and report food and fluid intake	-	8	-	88	-	4	17	79	6	5	13	74
10. Observe, measure and report output of patient	-	4	-	88	4	4	8	83	8	6	12	72
E. ASSISTING WITH TREATMENTS AND PROCEDURES												
1. Apply cold compresses	23	15	35	23	33	13	33	21	15	13	42	27
2. Administer hot soaks	23	19	12	42	46	8	25	21	21	15	24	28
3. Administer sitz baths	27	15	23	31	21	17	38	25	18	15	36	28
4. Apply ace bandages	35	27	23	15	25	38	29	8	25	22	33	18
5. Apply heat lamps	15	23	31	27	38	13	25	21	28	19	24	28
6. Apply heating pads	19	23	35	19	58	21	13	8	38	15	23	23
7. Apply hot compresses	23	15	35	23	38	13	33	17	29	11	29	28
8. Apply hot packs	42	19	23	12	63	25	13	-	50	13	21	14

APPENDIX A-3

NURSING ASSISTANT

REVALIDATION OF TASKS BY TOTAL TIME IN CAREER FIELD

1978 (Continued)

Tasks	1 - 5 Years N = 26				6 - 10 Years N = 24				Over 10 Years N = 109			
	1	2	3	4	1	2	3	4	1	2	3	4
	%	%	%	%	%	%	%	%	%	%	%	%
9. Apply hot water bottle	15	19	42	19	29	25	29	17	20	14	36	27
10. Apply ice bags	8	15	38	35	4	17	58	21	8	8	41	38
11. Apply restraints	12	12	23	54	13	17	25	46	8	13	23	53
12. Assist with preventing bed sores	-	-	19	73	8	4	17	71	4	2	6	83
13. Assist with or give range of motion exercises	12	23	31	31	21	8	17	54	19	11	27	40
14. Assist patient to dangle	12	4	23	58	4	13	17	67	6	6	18	67
15. Assist patient to turn, cough and deep breathe	8	4	27	58	13	13	21	54	7	9	21	59
16. Assist with or connect catheters and tubing to drainage	27	8	12	50	25	25	25	25	24	12	17	46
17. Assist with post-mortem care	12	19	27	38	17	25	25	33	9	26	27	35
18. Collect a clean catch urine specimen	19	8	19	50	8	25	25	42	14	14	25	45
19. Collect a routine urine specimen	8	8	8	73	8	8	13	71	4	2	24	67
20. Collect a 24-hour urine specimen	23	12	23	38	25	17	25	33	18	28	27	25
21. Collect sputum specimen	19	12	23	42	17	29	21	33	11	29	27	30
22. Collect stool specimen	12	15	19	50	13	29	25	33	12	28	25	32
23. Measure and record contents of gastric and intestinal drainage bottles	46	4	12	35	38	25	21	17	38	20	17	24
24. Give colostomy care	42	23	15	15	50	29	17	4	35	34	15	15
25. Give perineal care	8	8	27	54	21	8	42	29	24	16	18	40
26. Prepare and give a vaginal douche	31	23	23	23	42	21	25	13	39	17	17	26
27. Prepare and give enema	8	8	23	58	4	4	38	54	11	7	24	57
28. Measure and record blood pressure	12	4	19	62	29	8	63	-	21	4	10	63
29. Measure and record pulse (radial, temporal, femoral, carotid, pedal	12	4	12	69	13	8	4	75	12	6	5	73
30. Measure and record pulse (apical)	31	8	19	38	25	17	25	33	33	16	17	34
31. Measure and record temperature	-	-	8	88	-	-	4	96	4	2	6	84

APPENDIX A-3

NURSING ASSISTANT

REVALIDATION OF TASKS BY TOTAL TIME IN CAREER FIELD

1978 (Continued)

Tasks	1 - 5 Years N = 26				6 - 10 Years N = 24				Over 10 Years N = 109			
	1	2	3	4	1	2	3	4	1	2	3	4
	%	%	%	%	%	%	%	%	%	%	%	%
32. Take and record patient's height and weight	8	4	31	54	-	4	21	75	6	5	10	76
33. Measure and record respiration	4	19	73	4	13	4	8	75	6	2	7	80
34. Test urine for sugar and acetone	12	4	15	65	-	-	29	71	6	6	11	73
35. Insert rectal suppositories	50	27	12	8	63	13	21	4	47	12	23	17
36. Insert rectal tube	42	38	8	8	42	33	21	4	31	27	29	12

APPENDIX A-4

NURSING ASSISTANT

REVALIDATION OF TASKS BY PRESENT POSITION - 1978

1 = Never
2 = Seldom
3 = Sometimes
4 = Often

Tasks	Nursing Assistant N = 44				Supervisor N = 42				Educator N = 71			
	1	2	3	4	1	2	3	4	1	2	3	4
	%	%	%	%	%	%	%	%	%	%	%	%
A. COORDINATION AND COMMUNICATING												
1. Assist with unit admitting procedure	5	-	21	73	-	5	26	62	7	7	23	59
2. Assist with unit discharge procedure	5	11	21	61	5	10	19	60	6	6	18	66
3. Assist with transferring patient	7	11	27	52	-	7	33	52	3	7	28	58
4. Use the intercom	27	11	21	39	29	7	19	38	27	21	16	32
B. MAINTAINING A CLEAN, SAFE ENVIRONMENT												
1. Adjust the hospital beds	2	-	7	91	5	5	7	74	1	3	1	92
2. Clean instruments and supplies	14	5	30	52	12	12	29	38	11	17	34	35
3. Follow proper isolation techniques (don and remove gown, mask and gloves	16	27	34	23	17	43	26	7	11	25	44	17
4. Follow proper isolation techniques (serve and remove diet tray	21	23	27	30	17	43	24	10	16	24	35	23
5. Follow proper isolation techniques (dispose of soiled material)	18	23	34	25	17	41	24	12	14	25	35	23
6. Follow proper isolation techniques (terminal disinfection	39	18	25	18	33	33	21	5	32	28	27	10
7. Make occupied bed	5	5	2	89	-	-	10	83	-	1	10	85
8. Make unoccupied bed	2	5	5	89	2	-	2	88	-	1	3	92
9. Make the postoperative or recovery bed	34	5	23	39	50	7	2	33	11	16	13	58
C. CARING FOR THE PERSONAL NEED OF PATIENTS												
1. Assist in putting on or removing braces of a patient	21	30	21	-	21	36	14	26	42	34	20	4
2. Assist patient in crutch walking	30	34	23	14	29	38	17	12	32	30	28	10
3. Assist patient in dressing and undressing	2	5	5	89	-	-	7	86	1	-	11	85
4. Assist patient in standing	2	2	5	91	2	-	7	83	3	-	10	85
5. Assist patient in walker use	5	5	34	57	2	5	24	62	11	10	34	42
6. Assist patient in walking	2	2	14	82	2	-	10	81	3	-	9	86
7. Assist with or shave the male patient	14	5	25	57	10	12	17	60	13	4	38	42
8. Care for or assist patient in caring for hair	2	2	18	75	-	-	14	79	1	3	10	83

APPENDIX A-4

NURSING ASSISTANT

REVALIDATION OF TASKS BY PRESENT POSITION
1978 (Continued)

Tasks	Nursing Assistant N = 44				Supervisor N = 42				Educator N = 71			
	1	2	3	4	1	2	3	4	1	2	3	4
	%	%	%	%	%	%	%	%	%	%	%	%
9. Care for or assist patient in caring for toenails and fingernails	7	11	25	57	2	12	14	64	7	10	28	52
10. Give backrubs to patients	7	5	7	82	-	2	10	81	3	1	10	83
11. Give skin care to comatose/semi-comatose patient	7	9	18	66	-	7	17	69	9	3	21	65
12. Give skin care to patient in casts and/or traction	11	27	32	30	14	19	17	43	14	16	32	35
13. Give skin care to patient in restraints	5	9	39	48	7	12	14	60	11	10	30	48
14. Give skin care to patient with decubitus ulcers	14	7	23	57	7	7	24	57	11	6	20	62
15. Give or assist patient in taking bath	2	2	9	86	2	-	5	86	3	1	1	92
16. Assist with oral hygiene	5	-	7	89	2	-	5	86	3	3	1	90
17. Give oral hygiene	2	7	11	80	2	-	5	86	4	1	7	85
18. Give or assist with oral hygiene (denture care)	5	2	7	84	-	-	7	88	3	-	9	85
19. Move patient between a stretcher and a bed using three-man lift	30	11	11	48	17	19	21	38	27	30	23	20
20. Move patient between a stretcher and a bed using transfer sheet	11	9	16	59	5	14	29	48	13	11	24	49
21. Move patient to and from a wheelchair (a patient who can stand)	2	11	82	5	-	12	83	5	1	13	82	4
22. Move patient to and from a wheelchair (a patient who cannot stand)	2	5	23	66	2	2	17	74	7	9	25	56
23. Transport patient by wheelchair	5	2	21	68	-	5	2	88	4	1	11	80
24. Transport patient by stretcher	21	11	18	46	12	10	21	52	9	11	24	52
D. ASSISTING WITH NUTRITION AND ELIMINATION NEEDS FOR PATIENTS												
1. Assist patient in eating	2	2	9	86	2	-	5	88	4	1	10	82
2. Assist patient to bathroom	2	2	96	-	2	5	88	5	1	7	89	3
3. Assist patient in using bedpan	2	-	2	96	2	-	2	91	3	1	10	83
4. Assist patient in using urinal	7	5	16	73	2	5	2	86	3	1	20	72
5. Assist with removing or remove fecal impactation	34	18	21	27	26	19	26	26	47	23	25	7
6. Distribute drinking water	5	7	89	-	2	2	91	5	4	3	90	3

APPENDIX A-4

NURSING ASSISTANT

REVALIDATION OF TASKS BY PRESENT POSITION
1978 (Continued)

	Nursing Assistant N = 44				Supervisor N = 42				Educator N = 71			
	1	2	3	4	1	2	3	4	1	2	3	4
	%	%	%	%	%	%	%	%	%	%	%	%
7. Feed patient (adults)	5	-	18	77	2	-	7	86	3	3	11	80
8. Feed patient (babies)	46	21	14	21	52	5	12	26	30	6	21	42
9. Observe,measure and report food and fluid intake	-	7	5	89	7	5	17	67	4	4	13	76
10. Observe, measure and report output of patient	-	5	9	86	14	7	12	62	6	4	10	76
E. ASSISTING WITH TREATMENTS AND PROCEDURES												
1. Apply cold compresses	21	5	46	30	14	26	29	26	21	10	44	21
2. Administer hot soak	23	7	23	48	19	19	26	31	28	17	35	17
3. Administer sitz baths	18	11	36	34	26	17	24	29	18	16	39	24
4. Apply ace bandages	23	27	32	18	29	21	24	21	28	25	35	11
5. Apply heat lamps	21	18	25	34	33	21	14	29	28	18	32	20
6. Apply heating pads	30	14	25	32	48	24	10	17	35	16	31	16
7. Apply hot compresses	25	7	34	34	33	14	24	26	30	14	32	21
8. Apply hot packs	55	14	23	9	55	14	12	17	47	18	23	10
9. Apply hot water bottle	25	11	36	27	19	21	24	31	18	17	42	18
10. Apply ice bags	9	9	36	43	5	17	41	33	9	9	51	28
11. Apply restraints	2	9	21	66	7	14	21	52	16	14	27	44
12. Assist with preventing bed sores	5	-	9	84	2	-	5	88	4	3	14	73
13. Assist with or give range of motion exercises	21	16	27	36	12	14	24	48	20	10	27	39
14. Assist patient to dangle	9	11	14	64	7	7	19	62	4	3	21	69
15. Assist patient to turn, cough and deep breathe	9	9	23	57	10	12	17	57	7	7	24	59
16. Assist with or connect catheters and tubing to drainage	21	9	14	57	26	12	19	41	27	14	18	38
17. Assist with post-mortem care	11	18	27	41	2	24	36	33	16	28	21	32
18. Collect a clean catch urine specimen	9	9	21	61	19	17	21	38	14	16	28	39
19. Collect a routine urine specimen	7	2	16	75	-	2	24	69	7	6	20	63
20. Collect a 24-hour urine specimen	18	16	34	32	29	21	21	24	17	30	21	30

APPENDIX A-4

NURSING ASSISTANT

REVALIDATION OF TASKS BY PRESENT POSITION
1978 (Continued)

	Nursing Assistant N = 44				Supervisor N = 42				Educator N = 71			
	1	2	3	4	1	2	3	4	1	2	3	4
	%	%	%	%	%	%	%	%	%	%	%	%
21. Collect sputum specimen	21	11	23	46	7	38	29	21	13	30	23	3?
22. Collect stool specimen	21	11	18	50	5	43	21	26	11	27	28	31
23. Measure and record contents of gastric and intestinal drainage bottles	34	16	9	41	55	17	5	21	34	20	27	17
24. Give colostomy care	32	30	21	18	33	33	10	19	45	31	16	7
25. Give perineal care	18	9	18	55	17	24	14	41	24	10	32	32
26. Prepare and give a vaginal douche	39	11	16	34	33	17	19	29	39	25	23	13
27. Prepare and give enema	11	-	16	73	7	10	26	55	10	10	31	48
28. Measure and record blood pressure	18	11	11	59	24	5	17	52	21	-	6	70
29. Measure and record pulse (radial, temporal femoral, carotid, pedal)	11	5	14	68	19	12	2	64	9	4	3	80
30. Measure and record pulse (apical)	34	9	16	41	31	12	17	38	31	20	20	28
31. Measure and record temperature	5	2	7	84	2	-	7	86	1	1	4	89
32. Take and record patient's height and weight	5	5	23	66	5	5	7	81	6	4	16	70
33. Measure and record respiration	11	2	14	71	5	5	14	71	6	-	4	86
34. Test urine for sugar and acetone	5	2	23	71	7	5	10	74	6	7	13	70
35. Insert rectal suppositories	43	16	25	16	48	2	21	26	54	21	18	6
36. Insert rectal tube	43	23	25	9	21	31	31	14	37	34	21	7

APPENDIX A-5

NURSING ASSISTANT

REVALIDATION OF EQUIPMENT
1978

Tools and Equipment	Location		Time in Career Field			Present Position		
	West Virginia N=98	Pennsylvania N=62	1-5 Years N=26	6-10 Years N=24	Over 10 Years N=109	Nurs. Asst. N=44	Super-visors N=42	Educators N=71
	%	%	%	%	%	%	%	%
1. Bath Basin	100	97	100	100	99	100	100	99
2. Bed Pan	100	95	100	100	98	98	100	99
3. Bed Rails	100	97	100	100	99	100	100	99
4. Thermometer Rental	99	95	100	100	97	98	100	97
5. Wheelchair	100	97	100	100	98	98	100	99
6. Emesis Basin	100	94	96	100	98	96	100	99
7. Thermometer Oral	97	95	92	100	97	91	100	99
8. Watch, Second Hand	99	94	100	100	96	98	100	96
9. Food Tray	98	92	96	96	95	98	98	93
10. Urinal	100	95	100	100	98	98	100	99
11. Restraints	98	89	100	92	94	98	98	92
12. Sheepskin and Lambswool Pads	98	85	96	92	94	98	98	90
13. Walker	98	90	96	100	94	98	100	92
14. Commode Chair	98	85	92	100	93	93	95	93
15. Specimen Containers	99	94	92	96	98	91	100	99
16. Hot Water Bottle or Bag	95	82	92	92	89	91	88	92
17. Enema Bag with Tubing	97	84	92	92	92	91	93	92
18. Linen Hamper with Bag	100	92	96	96	97	96	98	97
19. Razor	97	84	100	92	90	96	91	90
20. Ice Cap	96	89	69	100	97	87	98	94
21. Stretcher	92	85	77	88	93	86	91	90
22. Doughnuts	70	77	85	75	70	86	76	63
23. Beverage Containers	95	87	92	88	94	91	98	90
24. Scales, Physician	95	84	81	96	92	89	93	90
25. Stethescope	87	76	88	67	84	84	76	85
26. Clinitest Set Up	88	81	69	83	89	73	86	92
27. Heat Lamp	82	56	85	63	72	77	74	69
28. Weights	62	65	77	42	65	64	69	61
29. Footboards	86	74	77	88	82	73	81	89
30. Catheters	77	66	73	63	73	73	69	75

APPENDIX A-5

NURSING ASSISTANT

REVALIDATION OF EQUIPMENT
1978 (Continued)

Tools and Equipment	Location		Time in Career Field			Present Position		
	West Virginia N=98	Pennsylvania N=62	1-5 Years N=26	6-10 Years N=24	Over 10 Years N=109	Nurs. Asst. N=44	Super-visors N=42	Educators N=71
	%	%	%	%	%	%	%	%
31. Graduated Pitcher	96	90	88	96	94	86	95	97
32. Utility Cart	83	90	85	83	72	80	88	87
33. Beverage Cart	67	74	65	67	85	71	79	63
34. Ice Collar	83	76	65	71	85	61	81	90
35. Nail Clippers	69	68	69	58	72	68	81	62
36. Sandbags	80	58	77	67	72	71	81	66
37. Crutches	81	58	65	50	78	64	67	79
38. Air Rings	62	73	62	54	70	57	83	62
39. Rectal Tubes	78	61	62	67	74	61	71	78
40. Vaginal Douche Kit	73	53	54	58	70	59	74	65
41. Overbed Cradles	65	73	69	79	70	61	57	79
42. Bed Cradle	63	71	58	54	71	48	74	73
43. Binders	70	76	65	75	73	68	74	75
44. Alternate Pressure Mattresses	68	65	73	75	64	64	67	70
45. Traction Equipment	60	47	69	33	57	59	50	56
46. Nail Scissors	62	76	65	54	72	68	79	61
47. Sphygmomanometer, Aneroid	80	65	73	63	76	66	69	80
48. Sphygmomanometer, Mercurial	67	61	46	63	70	48	62	78
49. Lifts	59	68	69	54	63	61	69	61
50. Humidifier	66	50	69	46	61	64	57	59
51. Braces	39	53	38	25	50	50	52	35
52. Oxygen Cannula	71	48	62	54	64	55	57	70
53. Sitz Bath Chair	59	53	50	63	57	48	57	61
54. Bath Thermometer	77	76	46	71	84	50	81	89
55. Levine Tube	51	29	23	29	50	32	41	51
56. Forceps Holder	53	35	27	33	54	39	41	54
57. Post Mortem Kit	57	65	54	63	61	48	60	69
58. Oxygen Catheter	56	44	27	42	59	43	64	48
59. Aspirator	34	23	15	21	34	23	38	28
60. Forceps, Utility	57	35	27	42	54	32	45	59

APPENDIX A-5

NURSING ASSISTANT

REVALIDATION OF EQUIPMENT
1978 (Continued)

Tools and Equipment	Location		Time in Career Field			Present Position		
	West Virginia N=98	Pennsylvania N=62	1-5 Years N=26	6-10 Years N=24	Over 10 Years N=109	Nurs. Asst. N=44	Super-visors N=42	Educators N=71
	%	%	%	%	%	%	%	%
61. Whirlpool	24	23	15	29	24	18	24	27
62. Autoclave	36	27	4	38	39	18	33	41
63. Trochanter Rolls	31	32	27	21	35	14	24	47
64. Tray Conveyer	15	16	12	13	17	14	12	18
65. Incubator	33	5	19	21	23	18	19	25
66. Body Frame	12	10	4	100	15	2	10	17
67. Circle Bed	19	10	12	17	17	11	12	20
68. Bed Boards	72	66	69	63	72	73	67	70
69. Stryker Frame	26	15	12	13	25	21	14	25
70. Foster Frame	9	6	8	4	8	5	5	11
71. Aqua K Pads	64	32	50	46	54	48	38	63
72. Bedpan Sterilizer	55	58	46	50	61	46	52	65
73. Suction Equipment	52	39	35	38	51	52	55	38
74. Croupette	56	15	46	25	42	34	29	49

APPENDIX B

ADDITIONAL TASKS, AS SUPPLIED

BY SURVEY RESPONDENTS

APPENDIX B

Additional Tasks, as Reported by Survey Respondents

A. COORDINATING AND COMMUNICATING	Time Spent*
Care for clothing of patient	3
Mark and list clothing of patient	3
Storage of clothing	3
Pack clothing/personal belongings for discharge	3
Pack for transfer of clothing/personal belongings	3
Charting	3
Objective reporting to nurse	3
Run errands	3
Assist transporting patients to other department in hospital	3
Report to charge nurse and recording S & S	3
Charting of chart headings	2
Patient baching and ketones of urine sugar	3
Telephone ethics	3
Use emergency C.B.	2
Document patient's condition	2
Assist in care of pre-operative patient	3
Assist in care of post-operative patient	3
Instruct patient for blow bottles	3
Instruct patient getting in and out of traction	2
Make up supply pack that contains several items	3
Check to make sure the patient's identification bracelet is secure	3
Change dressing	3
Participate with Reality Orientation	3
Participate in Goal Planning Conference	3
Assist with mail (reading/responding)	3
Answer lights or call bells	3
Chart on nurse notes	3
Chart on 24-hour report	3
File accident and incident reports	3
Make out requisition forms of all kinds	3
Messenger duty to lab, x-ray, pharmacy, central supply, dietary department, other departments	No Time Indicated
Assist with restorative therapies	3
Assist with physical therapies as indicated	3
Assist with activities and entertainment	3
Use addressograph	3
Use Kardex	3
Deliver supplies to central areas	No Time Indicated
Bookkeeping	No Time Indicated
General operation of facility	No Time Indicated
Answer patient call in room and B.R.	3
Report patient observations	3
Assist with ordering Central Sterile Supply	3

*Time Spent: 1 = Never, 2 = Seldom, 3 = Sometimes, 4 = Often

B. MAINTAINING A CLEAN, SAFE ENVIRONMENT	Time Spent
Care and cleaning of thermometers	3
Clean basin, emesis basin, bed pans, urinals	3
Clean bedside stands and cupboards of patient's unit	3
Clean utility room/treatment rooms	3
Put away supplies for nursing unit	3
Clean the unit	3
Run autoclave	3
Clean beds (when patient is discharged or transferred)	3
Clean and dust cardiac monitors	3
Clean refrigerator (medicine and patient)	3
Clean respirator machine	3
Floral care	3
Autoclave utensils from discharge unit	3
Organize linen closet	3
Arrange patients' unit	3
Use of fire extinguishers	No Time Indicated
Empty garbage cans	3
Clean kitchen	3
Make sure nothing harmful is around patient	3
Safety factors, wheels, under bed, etc.	3
Dispose of wastes	2
Make bed with cradle	2
Don gown when handling infants	3
Damp dust on each shift	3
Mop areas	3
Clean bath areas after patients	3
Fire procedure and practice	3
Follow proper procedure for removal and/or disposal of "dirty" linen or supplies	3
Follow proper safety procedures for using laundry chute	3
Follow proper use of Hoyer Lifter	3
Proper use of bath cart	3
Make orthopedic bed	3
Operate electric beds	3
Make and work with water bed	3
Make bed with footboard and bed boards	3
Set up post-op unit	3
Clean and set up discharge unit	3
Clean and stock linen closet and carts	3
Check linen cart and pack	3
Straighten patient's rooms	3

C. CARING FOR THE PERSONAL NEEDS OF PATIENTS	
Assist LPN/RN in caring for dependent patient	2
Assist RN/LPN in care of decubitus ulcers	2
Escort patient going outside facility to clinic	3
Room exercises - active/passive	3
Repositioning of patients every 2 hours	3
Transfer patient from lift to wheelchair	3
Transfer patient from bath cart (lift) to wheelchair	3
Transfer patient from wheelchair to car	2
Assist doctor with physical examination	3
Give surgical skin prep	No Time Indicated

C. CARING FOR THE PERSONAL NEEDS OF PATIENTS (Continued)

	Time Spent
Clean patient if incontinent	3
Talk to patient if he needs a friend	2
Assist mothers to care for infant	3
Demonstrate to mothers how to bathe infants	3
Eye care with sterile H_2O each day (infant)	3
Shampoo hair each day (infant)	3
Weigh infant each day	3
Take infant in crib to mother	3
Give cart bath	3
Use hydrolic bath lift, portolifts	3
Suction patient as needed	3
Summary (monthly on each patient) - do 2 times/week	3
Chart treatments	
Transfer patient using hydraulic lift	2
Transfer patient: bed-to-stretcher, using patient roller	No Time Indicated
Move patient to and from wheelchair with Hoyer Lift	3
Bathe patient in tub using Hoyer Lift transfer	3
Levine up chair regime (cardiac chair)	3
Assist with tub bath - therapeutic	3
Apply heel and elbow protectors	3
Use flotation pad and mattress	3
Assist with hearing aid	2
Assist with hand and leg splints	3

D. ASSISTING WITH NUTRITION AND ELIMINATION NEEDS FOR PATIENTS

Distribute nourishments and ice	3
Gavage patient with huso-gastric tube	2
Care for incontinent patient	3
Sippy feedings	2
Give and record tube feedings	1
Take patients to activities	3
See that patient doesn't eat food he's not allowed to	2
Assist patient to select diet ménu	3
Observe patient's mental status	3
Show interest in patient's problems	3
Percussion	3
Assist in forcing fluids and restricting fluids	3
Enemas	2
Give diabetic snacks (nourishment)	3
Gavage feed infants	2
Observe and record emedia in mucous tray	2
Assist MD in dilating anus for meconium plug	3
Deliver between-meal feedings and report adequate intake	3
Supplemental feedings	2
Western catheter care and technique	2
Assist patient - chair-bed-BR - with patient lift	2
Observe IV fluids	3
Understand and work with "hold sheets"	
Empty foley	3
Observe IV therapy	3
Gavage feedings - Levine	1
Force p.o. fluids	2
Prepare patient for mealtime	3
Assist patient with colostomy care	2

E. ASSISTING WITH TREATMENTS AND PROCEDURES

	Time Spent
Irrigate catheters	1
Use Tri-Flo inhalator	3
Change dressings - sterile technique	3
Female catheterization	2
Remove IV needles (D.C. IV's)	2
Bladder irrigation	2
Ultrasonic treatments (heat)	3
Assist with CPR for cardiac arrests	3
Set up for emergency pacemaker	2
Assist with IV's - Arterial Lines - CUP - Swans, Ganz	3
Assist with application or removal of a cast	2
Apply Fuller shield	1
Prepare and give Foley catheter care	2
Assist with episiotomy care	3
Time and report contractions in labor room	3
Prepare patient for surgery	3
Assist with minor suture of laceration	No Time Indicated
Ventilate patient with ambu-bag and pharygeal airway	No Time Indicated
Set up Mayo for minor surgical procedures	No Time Indicated
Apply chest binders/rib belts	No Time Indicated
Apply slings	No Time Indicated
Assist with Frankel exercises for Geriatric	3
Assist with behavior modification programs	3
Assist with epileptic patients	2
Answer all "code 99" - transport crash cart - assist with CPR	3
Apply simple sterile dry dressings	3
Heel stick for PKU	3
Heel stick for Bilirubin	3
Use centrifuge machine for Bilirubins	3
Heel stick for Dextrostix	3
Assist MD to draw blood on infants	3
Assist MD - "suturing" patient	2
Accompany patient in ambulance to another hospital	2
Accompany patient to outside MD-doctor's office	2
Whirlpool bath	2
Three distinct sputures - cytology, T.B.	3
Empty, measure, change bedside drain bag	3
Collect urine from foley cath (culture) and sugar if diabetic	3
I-VAC thermometer	3
Humidifier	3
Fractional urine for sugar and acetone	3
Stool specimen for occult blood	3
Application of all bandages	3
Use of blow bottles	3
Give alcohol sponge bath	3
Apply ice collar	3
Observe IPPB	2
Observe and assist diathermy	2
Care for O_2 tubing	2
Assist with physical examination - pap smear	2
Use pick-ups and sterile packages	2
Set up a suture tray	2
Visual testing	2
Care of casts	3
Maintenance of traction equipment and use	3